

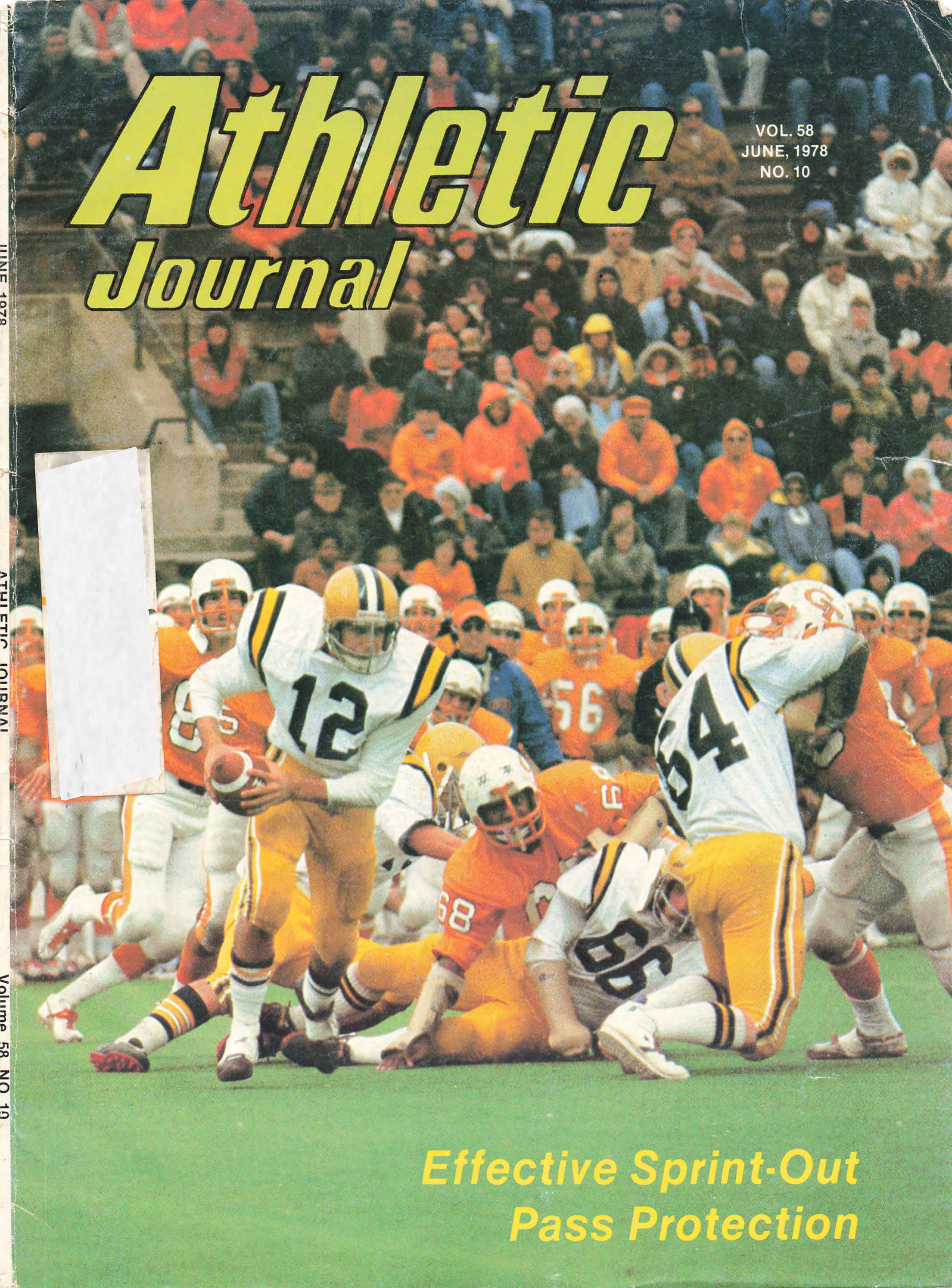
Athletic Journal

VOL. 58
JUNE, 1978
NO. 10

JUNE 1978

ATHLETIC JOURNAL

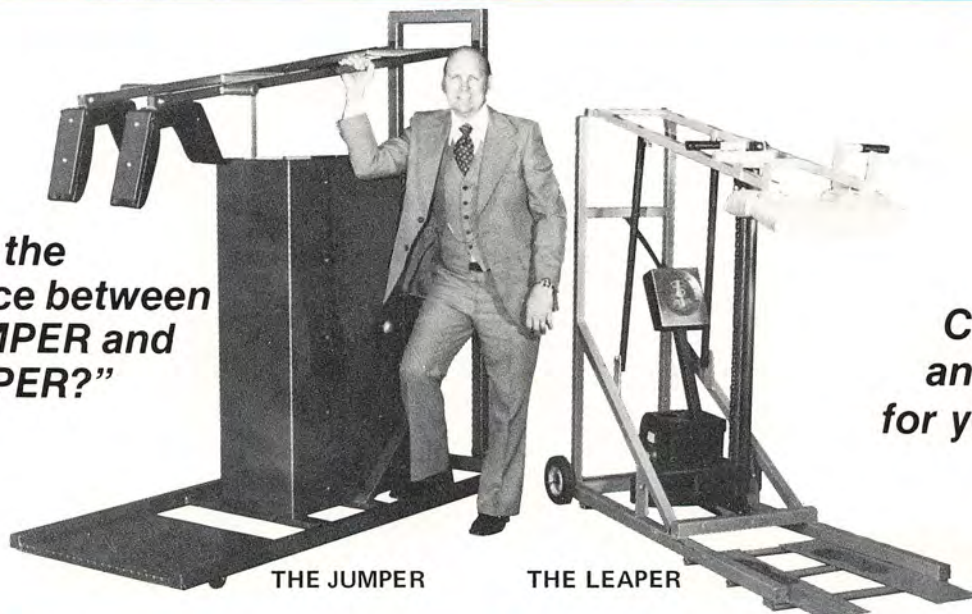
Volume 58 NO. 10



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5. **Shoulder pads**
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 - B. Offers no assistance to keep lower back in position.
 - C. Pressure on back of neck.
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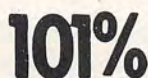
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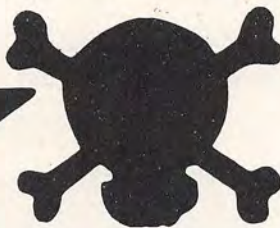
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Athletic Journal

VOL. 58
NO. 10
JUNE, 1978



ON THE COVER

Action from last fall's game between two strong Illinois high schools, Gordon Tech and St. Laurence. Keith Rowe rolls out while Jim Grannan affords protection.

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here and there

ROCCO CALVO, athletic director and baseball coach at Moravian College, has in addition to baseball, served as head coach in football, where his record was 96-80-8 and in basketball with a 120-87 record. His four-year record as baseball coach is 40-32-2 giving him winning records in three major sports all at the same school. . . For information on the National Strength Coaches Association, contact Boyd Epley of the University of Nebraska. . . As a fund raiser, the University of Nevada—Las Vegas held a Walk-A-Thon/Jog-A-Thon. The event was held on the running track and the participants had one hour to complete as many laps as possible in that time. The funds raised were based on the pledges given on a per lap basis. A similar event at Arizona raised \$250,000. Among the prizes offered were waivers of tuition, trips to Hawaii and the 1980 Olympics. . . From the start of the Southeast Conference in 1933, LSU managed to win 19 of the 31 track titles. Tennessee won its first championship in 1964 and has won every year since and has now chalked up 14 titles. Between the two they have 33 of the 45 SEC championships. . . Gene Mehaffey steps down as basketball coach and athletic director at Carson-Newman College after serving in that capacity for the past eleven years. His head coaching record at the high school and college levels was 402-171. . . The Iowa Football Coaches Association will be hosting its Sixth Annual Football Clinic on August 2, 3, and 4, at the new Sheraton Inn, Cedar Rapids, Iowa.

* * *

In the fall of 1977 there were only nine football-related fatalities making it the safest year since 1952. This computes out to .53 fatal injuries for every 100,000 participants in organized junior-senior football programs which accounted for eight of the nine fatalities. (The ninth was a college player.) By comparison, 27 youths between the ages of 15 and 19 suffered fatal injuries in automobile accidents between the hours of 3:30 P.M. and 5:00 P.M. during

the August-November football season. . . Jack Ecklund returns to basketball coaching after a year absence while he served as athletic director at Whitworth College. In 26 years of coaching at both high school and college levels, his record is 349 and 230. He will continue to serve as athletic director. . . L.W. Robinson of 308 Larchmont, San Antonio, TX 78209, has a rather complete set of previous volumes of the *Athletic Journal* both bound and unbound that he will sell. . . Bob Klopensburg, who retires this month as basketball coach at United States International University, only had three losing seasons during the 20 years he coached at the San Diego school. Five times he was selected the NAIA District "Coach of the Year". . . In Connecticut this past season, 331 girls participated on the boys swimming teams in the 28 schools which sponsor the sport. . . The average year of graduation

(Concluded on page 42)

THE ILLINOIS BASKETBALL COACHES ASSOC.

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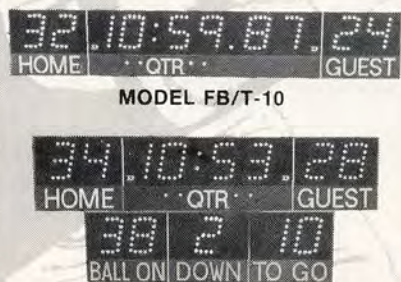
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coaches' clinic

Question: What method of fund raising do you use to augment your gate receipts?

Bruce Glover, Deckerville, Michigan, High School



Our most successful fund-raising endeavor for the athletic program has been a marathon. It is a 7-8 mile course and the students collect pledge money for each mile they run. We divide it into three divisions: 7-8, 9-10, and 11-12 and have separate divisions in each group for boys and girls. We purchase gold, silver and bronze medallions and inscribe on the back of each medal Deckerville Marathon, with the year. We award three places for both boys and girls in each division and, in addition, award two medals in each division for the boys and girls bringing in the most money. The beauty of this method is that the only expenses are the medals and ribbons, and with proper promotion, there is no end to the amount of money that can be derived from it.

Lou Kaczmarek, Franklin, Ohio, High School



All of our activities are funded from gate receipts from football and basketball. Our local board expends money for bus transportation and coaches' salaries; other than that, we receive no financial board help. The athletic department as such has no fund-raising projects. If a head coach of a sport wants to raise extra money for the team, the project must be cleared with the athletic director, principal, and superintendent. All monies earned on the project are turned in to the school secretary, with the project money being earmarked for a special fund. When the project is completed, the coach can draw on this fund by submitting statements to the school secretary who will in turn pay by check, the amount stated. This way there is no athletic department money being expended for frills, and yet the frills may be obtained by the coach and team if they so wish to have them.

Rick Strauss, Medicine Lake, Montana, High School



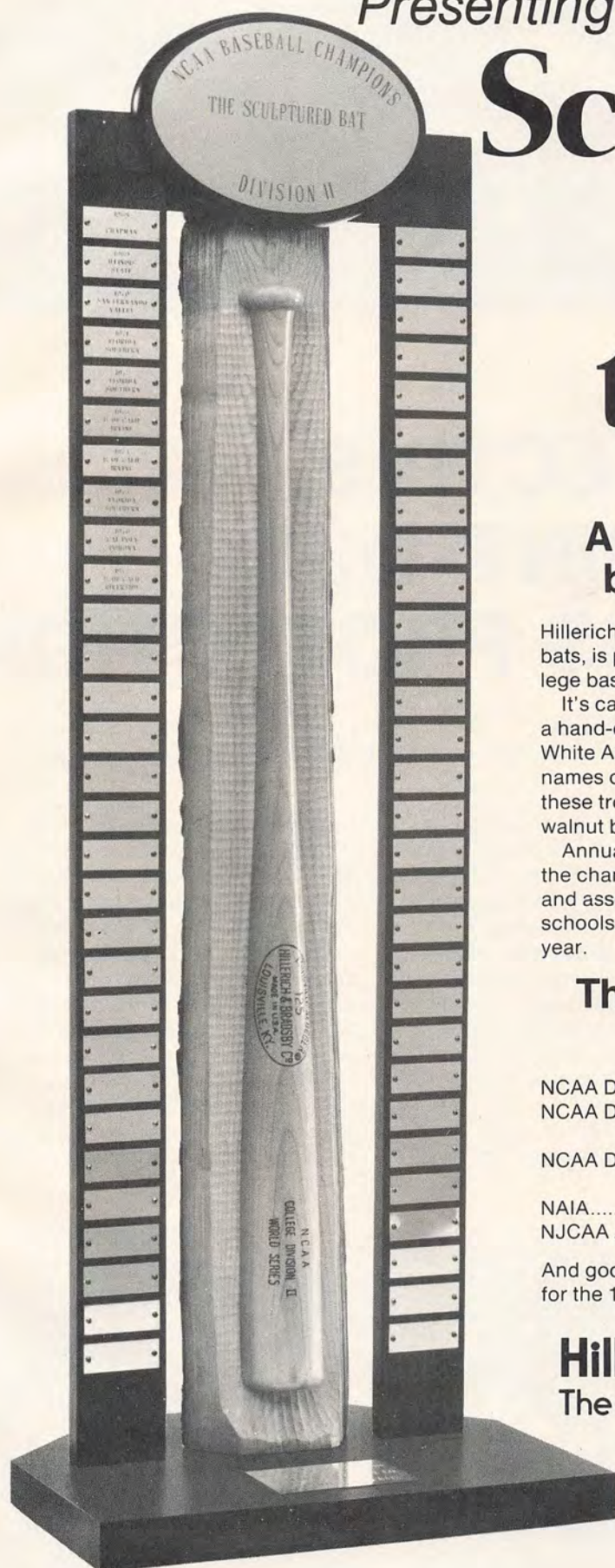
As a small school, gate receipts do not completely support our athletic program. Our school board supplements the gate receipts to make certain our students have the basic equipment needed. To maintain outstanding teams, we need more than just the basic equipment. To provide these extra items (weight machines, attractive facilities, etc.), our Letterwinner's Club raises money; if they come up a little short of their goal, the school board will help out. The Letterwinner's Club's fund-raising projects include selling concessions at basketball tournaments and track meets, Christmas tree sales, intramural programs and more. We operate under a twofold theme: First, we want to provide a service to the people who support our projects. Secondly, we provide them with something they need and/or want at a reasonable price. We never overcharge or try to sell them something they do not need.

Bill Thieben, Beaver Valley High School, Lebanon, Nebraska



We use three basic methods of fund raising: a concession stand, raffles, and a booster club. Other projects we have found profitable are aluminum can and paper recycling, and booster buttons. Future projects include selling pens and pencils, and a paperback book sale. More important than the nature of the project is the attitude toward each project. Each project should be fun — we buy an inexpensive button-making machine, instead of buying the buttons. The entire school system should be involved — anyone can pick up an aluminum can. All projects need advanced advertisement followed by a public relations program. We explain each program, what the fund will be used for, and how close to the goal we are. We show the public we are working for these funds and that for their support, they will receive some reward or service.

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Annually in June, a "Sculptured Bat" will be awarded to the champions in each of the national college divisions and associations. The trophies will remain with the schools until new champions are crowned the following year.

The 1977 "Sculptured Bat" recipients were:

NCAA Division I	Arizona State University
NCAA Division II	University of California at Riverside
NCAA Division III	California State at Stanislaus
NAIA	David Lipscomb College
NJCAA	Yavapai Junior College

And good luck to all the college teams now in the running for the 1978 awards.

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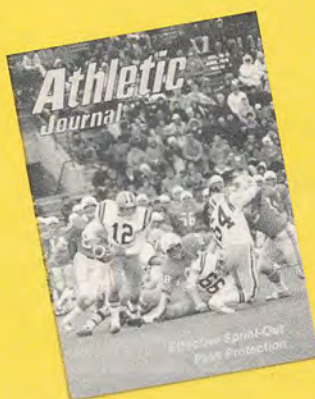


1

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3

SERIES A



EFFECTIVE SPRINT-OUT PASS PROTECTION

By **MIKE O'NEILL**

Head Football Coach, St. Laurence High School, Burbank, Illinois

DURING the past several seasons the St. Laurence offense has been noted for having a very effective running game from the wishbone triple option. However, we have used our passing game at some crucial points in many ball games, and feel that we must have a sound idea of protecting the passer. Because we are a run-oriented team that requires precision timing in triple option football, we cannot devote much practice time to pass protection. We have a short period of time in which to get our work accomplished, and still

emphasize to the players the importance of protecting the passer. By using sprint-out passing, as opposed to dropback passing, we can maintain our philosophy of aggressive line play. Teaching dropback pass protection would conflict with the basic philosophy of our running attack. We feel that sprint-out protection cuts down on the teaching time and best complements our running game. Our system can be adopted by any sprint action passing game.

Series A shows our pass blocking techniques. Our linemen are given a

number in the huddle which indicates the direction of the quarterback sprint. This indicates front and backside and we can sprint either to the slot side or the tight end side. On the snap, the interior linemen will take a lateral step to the call side and will block an area, not a man. Blocking an area is our philosophy of protection. The lineman's weight is shifted very slightly backwards so that he does not have to adjust his weight with his steps. The first steps are shuffle steps keeping square to the line of scrimmage in a good hitting position.

4

5

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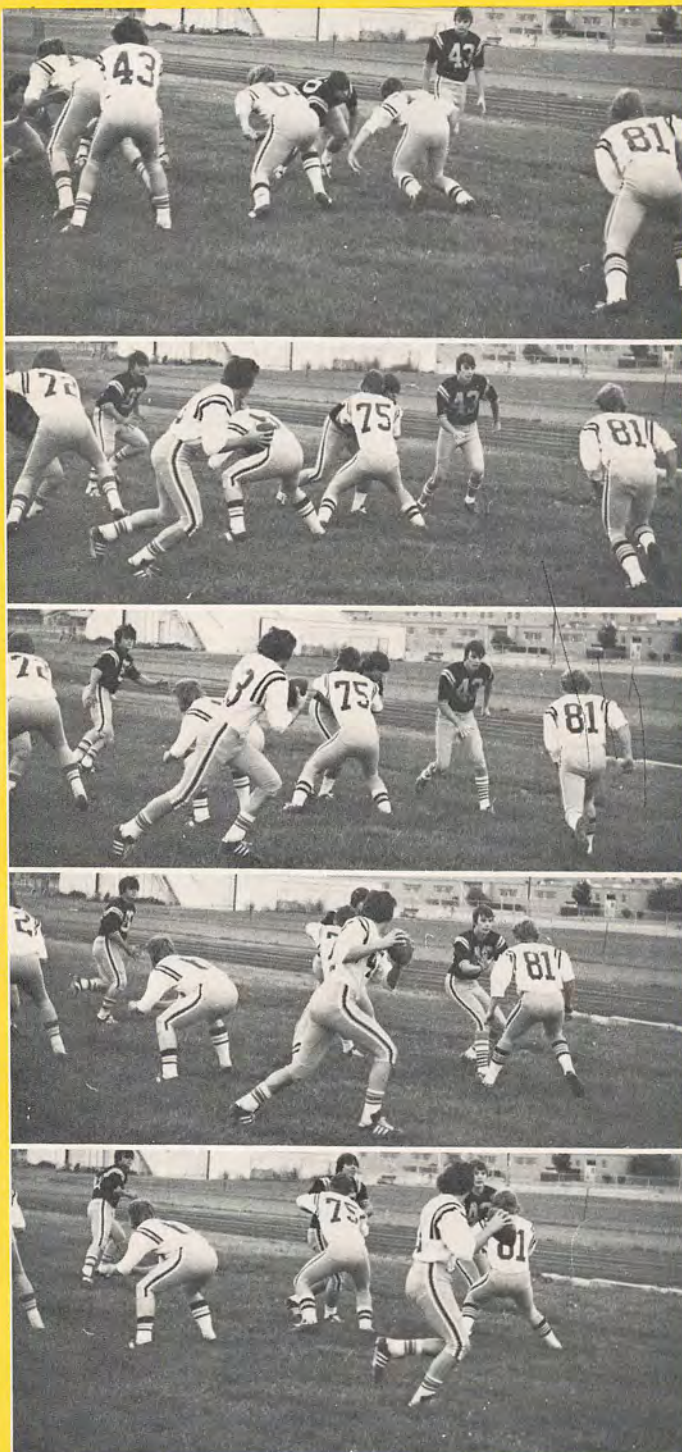
His tail must be down, legs bent at the power-producing angle, head up, elbows in and fists clenched under his chin. It is important that he make good initial contact in the area of the defender's numbers, using his fists to keep the defender's hands from throwing him off-balance. The most important thing in good pass protection, of course, is the footwork. Each blocker must work to stay up on his toes and maintain constant foot movement. When a blocker is

beaten, the reason is usually that his feet have stopped and he has lunged at the defender. After initial contact, using his arms for leverage, the blocker must recoil into the same hitting position. Completing a second pop, if the blocker feels his man is going to beat him, he may use a cut technique. At this point the ball should be thrown or the passer has broken the play.

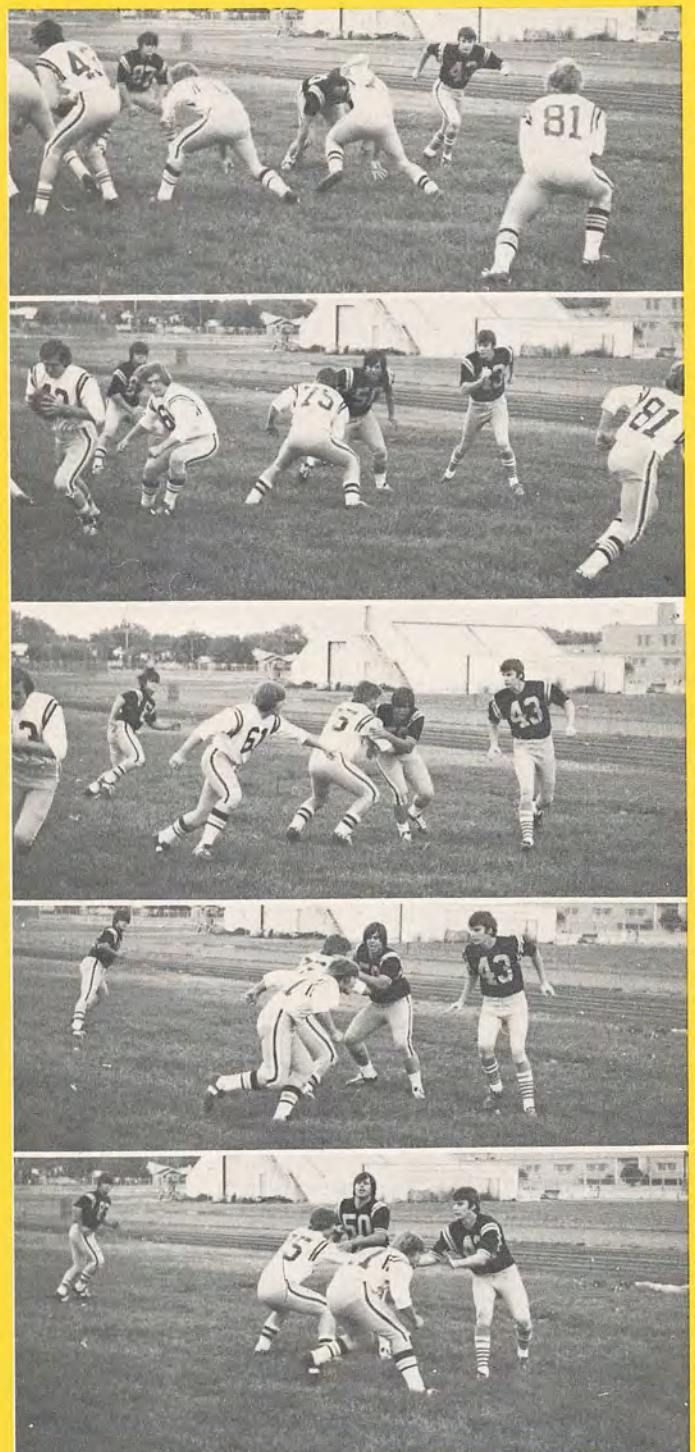
Sprint-out protection must be broken down into frontside and backside protection.

The quarterback will set up just outside our frontside tackle about seven to eight yards deep. Therefore, we cannot allow any penetration on the front side of our protection. It is this part of our protection that must be aggressive. The center, guard and tackle on the call side are aggressive blockers while the backside guard and tackle can be semi-aggressive. Also, our tight end may be used on backside protection if we expect a full rush by the defense. The

SERIES B



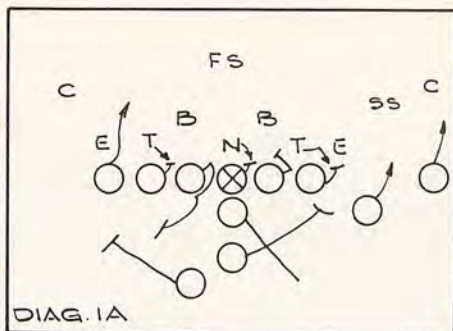
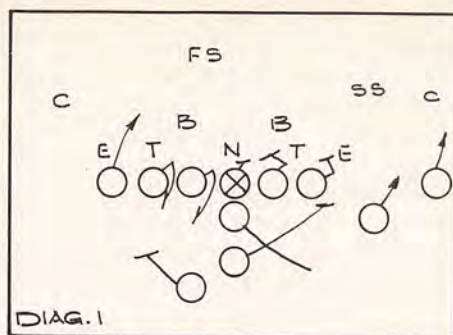
SERIES C



blocking of the backs is extremely important. Regardless of the offensive set used, at least one back must be responsible for the contain rush, usually the defensive end. In the St. Laurence passing attack, we will not attempt to break contain and throw on the run. The frontside back must be aggressive in his block. He must seek out the defender and not wait as he may be in the drop-back situation. He must not plant his feet and wait, but instead must make good contact to stop the charge of the defender. The ball must be released soon after this contact. Cutting the defensive end is also a good technique if used to keep the rush honest. The block of the back should be aggressive, but under control. The backside back may be called to block the backside defensive end, run a swing route or a throwback route.

Series B shows frontside protection. Notice the lateral step of each lineman and his position after his second step. The idea at this point is to guarantee the line of scrimmage. The toughest teaching point in pass protection is probably to coach the players to make good contact and then recoil. Most young linemen have trouble with this phase of pass protection which causes them to lose their blocks, especially when they are accustomed to making drive blocks. Observe the position of the back when he makes contact with the defensive end. The quarterback is setting up just outside the tackle and inside the back's block.

Series C illustrates backside protection. This is the responsibility of the guard, tackle and back, although we can also use our tight end for maximum protection. Notice that the first steps of the guard and tackle are the same as those of the frontside linemen. These backside blockers must take away the quick route to the passer by sealing off the inside first. If the guard is uncovered as would be the case in an odd alignment, he will step outside, then cross step with his other foot facing the center. Now he will gain depth into the backfield and look for the backside defensive end. When the guard is covered, he will force the defender to take the long route to the passer. The backside tackle has probably the toughest single block in sprint pass protection. He must step inside to take away the quick route, then hinge block by dropping his back foot. We believe that this tackle should be almost parallel to the sideline on his second step so that the defender has only the



outside route. Now he can ride the defender deep into the backfield after making contact by keeping his head between the man and the passer. The backside back may be called upon to clean up on the end or take him alone if the guard cannot get backside.

Diagram 1 shows how our sprint protection blocks the Oklahoma defense. We believe that the nose guard must be double team blocked, so our frontside guard will seal him after making his frontside step to check a linebacker stunt or tackle slant. Observe the backside responsibilities as indicated previously.

Angle defense requires a little more reaction by the offensive linemen. Diagram 1A shows how the protection blocks an angle toward the sprint action and Diagram 1B shows how it would be executed away from the action. In both situations one of the guards will help on the nose guard when he slants. In Diagram 1B, the backside guard will take his lateral step and see the angle towards him, so he will square up on the nose guard and get help from the center turning back. The back must then block the backside end by himself. The frontside guard will pick up the slant tackle and the frontside tackle will seal after checking for a linebacker scrape. In Diagram 1A, the frontside tackle has a key block. He must be certain that the loop tackle does not get by him to pressure the passer. We are only concerned with the outside move. If the tackle goes inside, he must be blocked by the guard. The backside tackle must be sure the

slant tackle does not beat him to the inside with his initial move. The frontside guard will check the tackle's move and seal on the nose guard.

Diagram 1C shows the blocking against a split 6 defense. In blocking this front, we are primarily concerned with the extra man in the middle. By taking the proper steps, the linemen can pick up both linebackers on a stunt. The backside tackle will have to get down on the defensive tackle. The frontside tackle must be aware of the scrape from the inside linebackers and should not be overly concerned with the down lineman outside him, as he will be blocked by the frontside back. With eight possible rush men, however, the quarterback must be conscious that one of these cannot be blocked due to the 8:7 ratio of pass rushers to blockers. The tight end can be held in on certain situations or used as a quick receiver on a blitz situation. This will give an 8:8 ratio.

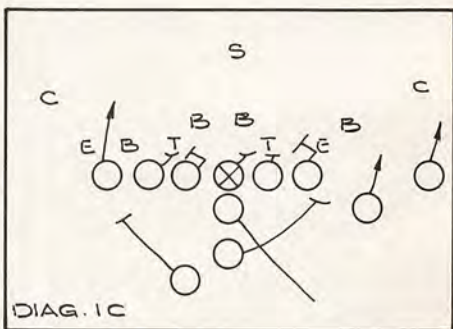
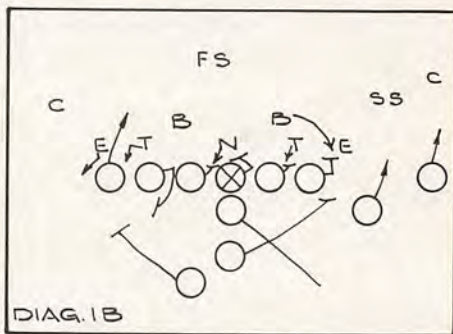
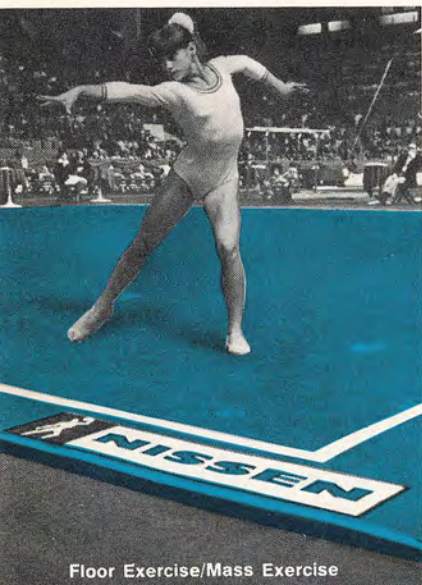
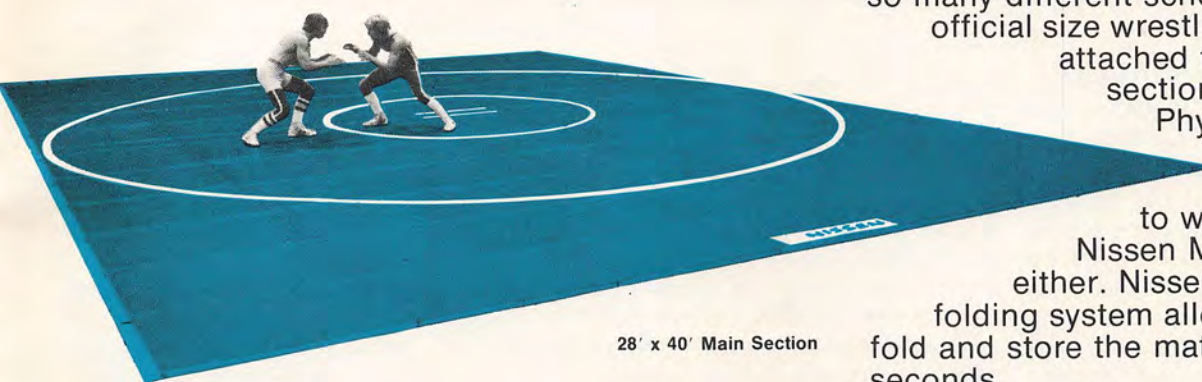
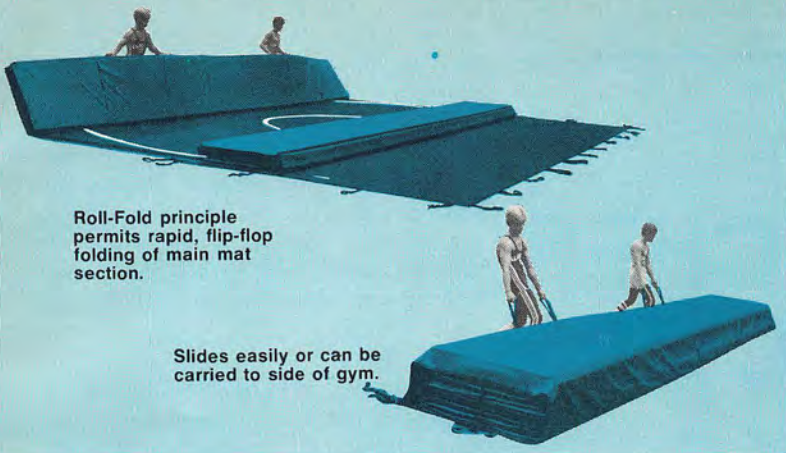


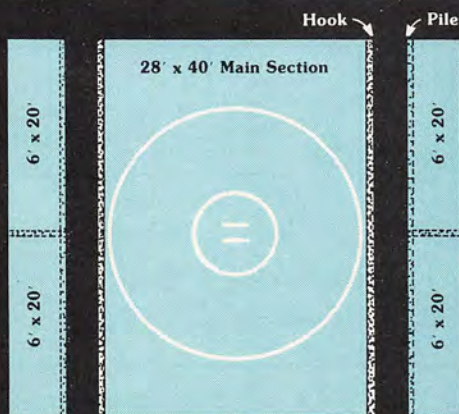
Diagram 1D shows the blocking against an even seven-man front, such as a 4-3. Most teams will not stunt off this against an option team, so our linemen usually end up blocking the man directly over them. Nevertheless, they must still take their proper steps to insure blocking all areas. A cross-charge between down linemen or a *mike* stunt by the middle backer can be picked up if the offensive linemen are dutiful in taking their proper steps.

Diagram 1E shows how we would block a 6-5 goal line look. We are not

(Concluded on page 22)



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WINNING SOCCER MATCHES BY CONSTRUCTIVE TALKING

By WILLIAM W. DAVIS
Head Soccer Coach
Virginia Wesleyan College,
Norfolk, Virginia

As more and more of our younger players are exposed to the game of soccer both by playing and by watching professional and college teams, they begin to develop skills they observe the older players using — skills which will follow them through their own careers. One such aspect of the game that younger players use without a thorough understanding is talking on the field, or calling a ball while the match is in progress.

Aside from cheering a teammate on after a good move has been made or shouting to stop a player dribbling in on a goal uncontested, the role of field talk is very important in winning a soccer match and gives the team that uses it wisely a real advantage over others. There are as many soccer terms used on the field currently as there are in any sport. A basketball player, for example, knows exactly what to expect when a teammate calls *screen*. However, when a soccer player hears the call *man on*, the meaning may often be unclear. It is important, therefore, for high school and junior high team coaches to pay attention not only to proper physical skills

training, but also to proper strategic training in this regard.

To assist in accomplishing this purpose, some common soccer field terms are defined and possible uses suggested. Note the use of the word *possible* as a qualifier for a coach who may want to invent words or phrases for the team to use. We do not wish to suggest otherwise. The real value or benefit from such phrases lies in their common understanding among team members, their common use by the team, and their actualization on the field during the game.

1. *Hey Joe, I'm open — pass me the ball!*

Perhaps this is the most widely abused use of field talk. To call for a ball when open simply draws attention to the free player and, more than likely, by the time the ball arrives the defense will have picked this player up. Also, the chance of the defense intercepting the ball is greatly increased. If players feel the need to call for a pass when open, it strongly suggests that the coach should work with the team on improving field vision and looking up off the ball. Players must accept the fact that by running to positions on the pitch where they are open helps to spark the offense and distract the defense even if the ball does not arrive every time the player moves in such a manner. This is, in effect, the

heart of unselfish running and team effort.

Once the team has become proficient at *not* calling for the ball and yet seizing opportunities that present themselves with open players, the coach may wish to allow decoy calling — asking for the ball deliberately to draw away the defense with no real intention of receiving it.

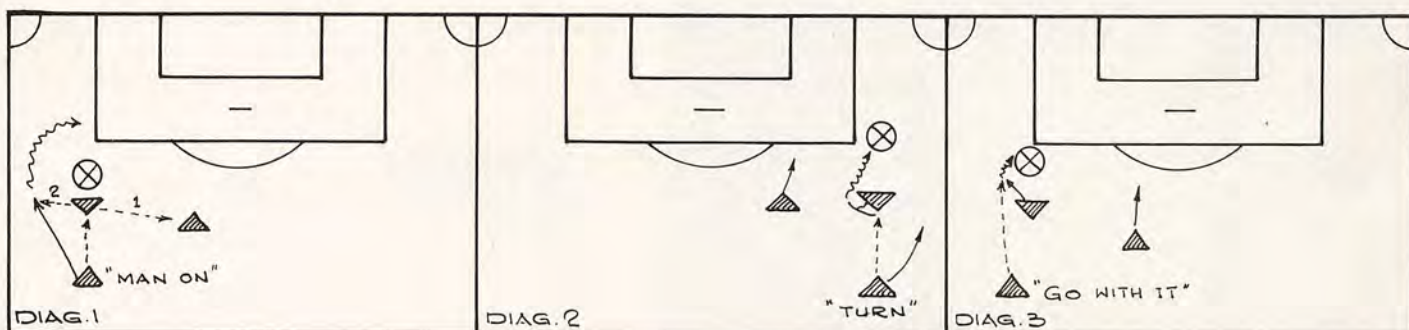
2. *Man On*

The space in front of a player in possession of the ball is dead space; the player should be capable of deciding to meet the defender coming up or to pass the ball on to another without assistance. What happens behind a player's back, however, is another matter. In soccer, what we can't see may and often does hurt us. Many good strikers have been lost to a team when, on dropping back to meet a pass from midfield, they attempt to pivot with the ball and are tackled hard from the blind side by a close marking defender. A forward needs only to have his *clock cleaned* once or twice in such a manner before losing confidence and a vital aspect of the team's offense may be in danger. By using the call *man on*, any player coming to meet a pass with his back to the defense (shielding the ball with the body) knows that an opponent is playing tight player-for-player defense and that it is dangerous to attempt to pivot with the ball. Some coaches insist that the ball be played away first touch by the receiver. Diagram 1 shows the *man on* call, with two possible first touch pass options from the receiver.

3. *Turn*

Again, the player's back is to the defense. This call notifies the receiver that there is time to pivot or turn with the ball without fear of being tackled instantly by a close marking defender. Turning on the ball is a skill in itself and should be practiced regularly. It does involve slowing or stopping the ball and giving it redirection as the offensive player strikes out on a path toward the

(Concluded on page 62)



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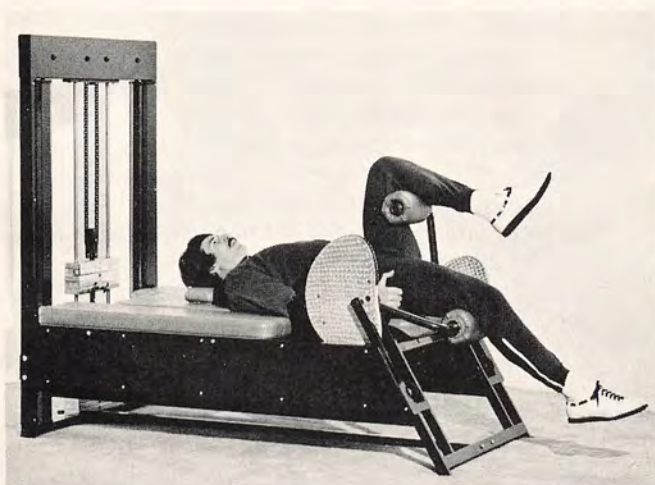
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By KEN JAKALSKI
Track and Cross-Country Coach,
Aurora Central Catholic High School,
Aurora, Illinois

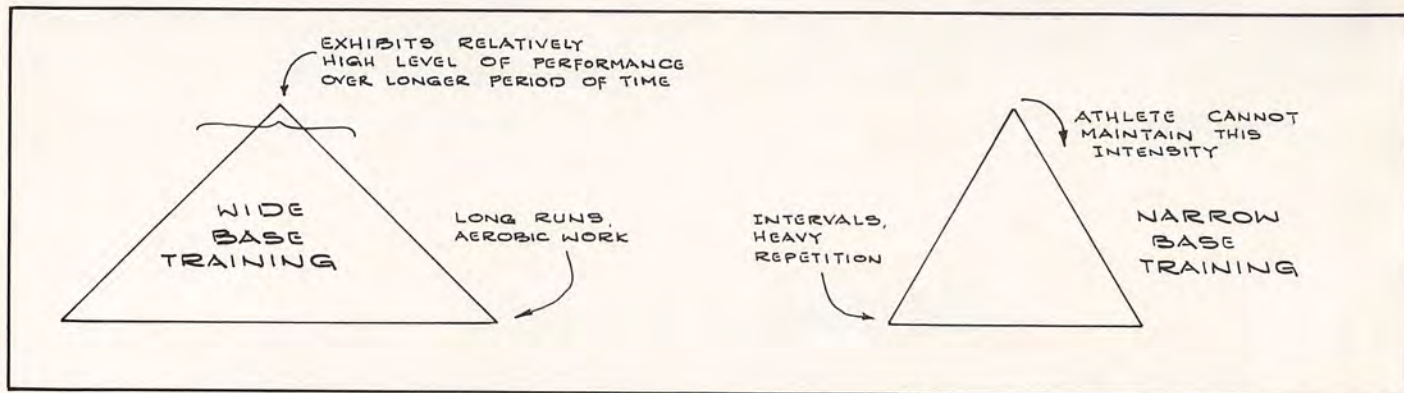
ONE of the most difficult problems facing the cross-country coach is establishing a philosophy of training that will take into consideration the overall effects of high intensity work on runners who are two- and possibly three-sport athletes. Does or should a coach peak such athletes for major cross-country competition? If so, how will these athletes perform in a winter sport such as basketball or wrestling? Of even greater importance to the distance running coach is the effect that cross-country peaking will have on spring track performances. Is it possible for such all-around athletes to become physically flat? If so, how does the coach cope with the problem of over-training and over-racing?

Many coaches would say that a good runner should approach the cross-country season as the foundation cycle for spring track. In fact, many college athletes actually run through cross-country in preparation for their particular track specialties. At Kansas State University, for example, cross-country training is only one part of the total track workout program. It is not treated as a season in itself. In the words of Coach DeLoss Dodds, "We feel that it is detrimental to sharpen an athlete for cross-country races."

While at the University of Oregon, Coach Bill Bowerman adhered to the same philosophy. Concerning cross-country, he states: "At Oregon it is more of a preparatory season than a competitive season. Though a few meets are contested, they are relatively incidental to the primary purpose of the season: building a base of cardiovascular conditioning for the spring track season."

Such approaches work well if the coach has athletes who are pure track athletes. However, many young

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athletes, preps in particular, do not wish to be just one-sport athletes, and the mere suggestion that they de-emphasize a particular sport for the sake of another leads to all kinds of personal and administrative problems. Furthermore, what is done with the young athlete who really enjoys cross-country? In the words of cross-country coach Al Lawrence: "An athlete who enters the cross-country season with the thought of the approaching track season clouding his consciousness will not produce his best efforts."

If the coach decides not to treat cross-country as a foundation cycle for track, and instead decides to peak the runners, the problem of maintaining a high level of performance depends upon the way in which the training program has been set up. Basically, there are two types of distance training programs: the wide base program and the narrow base program.

The wide base program places a great deal of emphasis on off-season preparation in the form of Long Slow Distance and Lydiard Fartlek. The runner is responsible for a great deal of overdistance work. Lydiard, for example, recommends a minimum of 100 miles a week. The purpose of this heavy mileage is to provide an endurance basis for the later speed work and races. Thus, when the season begins, the prep runner is presumed ready for interval training, repetition runs and sprint work.

The narrow base program is what Fred Wilt might term a *crash* program. This system presumes that the athlete is either new to the sport or simply has not done much independent overdistance training during the summer. Consequently, the coach must combine in a matter of weeks an entire training cycle. Since the runners will lack an endurance base, the coach must compensate by doing a majority of the training on the track in the form of intervals. Commenting on the narrow base training approach, Arthur Lydiard remarked: "We can hammer speed work into runners and get pretty good results, but what happens to them later on? They don't become great athletes." He goes on to say "You start putting little kids on the track and hammer speed work on them, sure, they may run some great races, but what are they going to do in two or three years' time?"

With the wide base training approach, the athlete's performance may not reach an all time best, but a relatively high level of success will be sustained over a longer period of time. In essence, the

Ken Jakalski is a graduate of Illinois Benedictine College, Lisle, Illinois, and has been coaching cross-country at Aurora Central Catholic for the past three years. Two years ago his 440 and mile-relay teams qualified for state competition, barely missing the finals in both events, and last year his cross-country team finished first in the Private School League.

athlete will peak lower but will sustain the level of success longer.

With the narrow base training approach, the athlete may on occasion reach an all time best (such as Bob Beamon's long jump), but will fail to maintain this consistently high level of performance and will fade as fast as he has peaked. As Toni Nett said of this system: "The interval training is time saving, with a high stimulus, but has the disadvantage that the achieved condition may not be long lasting. The time consuming long distance running achieves the same results, but the effect is stable, a solid foundation to build on for the other methods."

Both training systems have been used by world class athletes. The wide base training approach, with its heavy concentration on capillary development through long run, has been used by such greats as Peter Snell, Murray Halberg and Bill Baillie. The narrow base training approach, with its emphasis on intervals, repeated fast 220's and the like, has been used by world record holders such as Sandor Iharos, Jim Beatty and Bob Schul. Though the Europeans claim to adhere to the wide base training approach, there are some distance runners in Europe who seem to come out of nowhere to peak for the big ones and then are not heard from afterward. Arthur Lydiard to this day contends that even the great Jim Ryun would never have encountered all the difficulties he did had he been trained in a more scientific fashion with a greater emphasis placed on building a wide endurance base and less concentration on peaking through heavy repetitions. Perhaps Ken Doherty summed it up best when he pointed out that the degree to which peaking or pointing for competition is emphasized tends to be related to the number of months of each year devoted to training, and to the soundness of one's endurance fitness. Doherty stated: "Those coaches and runners who make the greatest ado about being at a high point at just the right moment tend to be those who do too little too late. They tend to rely on high intensities of training and lack the bottom founda-

tion of long mileage training."

In establishing a workout program for the multi-sport athlete, the coach must fit the training to the goals of the athlete and the demands of the sport or season. If the demand of the sport is low or the duration of that demand is limited to one season, the athlete's goals can be set high. If the demand of the sport is great, as in cross-country, and the duration of the demand extends over a longer period of time, as is the case with a two- or three-sport athlete, the goals should be lowered and a wider training base used. A narrow training approach might lead to phenomenal three-mile times for a particular athlete, but this same athlete should not be expected to deliver an encore when track season rolls around.

The problem, then, is not just *if* a runner should peak, but *how* he should peak. For the multi-talented cross-country runner who will wrestle or run track later in the year, a wide base training which involves a gradual transition from aerobic work in the form of marathon training and long slow distance, to anaerobic work in the form of repetition runs, tempo training and sprint work, seems to be the best approach.

Arthur Lydiard has always felt that if we could stretch out the conditioning period — the aerobic training period — we could get better results. However, he concludes, "We don't always have time, particularly in the United States where people do indoor racing when they should be conditioning. When they start racing outdoors, they can't hold their form long enough even if they do hit a good peak of fitness."

A cross-country coach who chooses to peak two- or three-sport athletes for major competition should make certain that these athletes have been involved in a well-organized summer endurance training program which emphasizes aerobic conditioning aimed at increasing oxygen uptake and capillary development.

If the coach insists on using the track for training, heavy repetition work should be avoided. In order to break the monotony of interval training, the coach should concentrate on adding fartlek-type variety to the track workouts. Placing benches on the track for the runners to step over in steeplechase fashion is just one example of breaking interval monotony while at the same time training for muscular strength.

If the coach feels the runners need a greater amount of anaerobic work, a

(Concluded on page 42)



GARY HIGLEY
Eugene, Oregon

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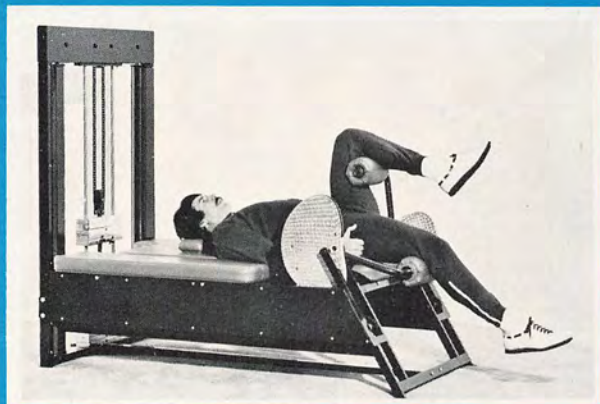
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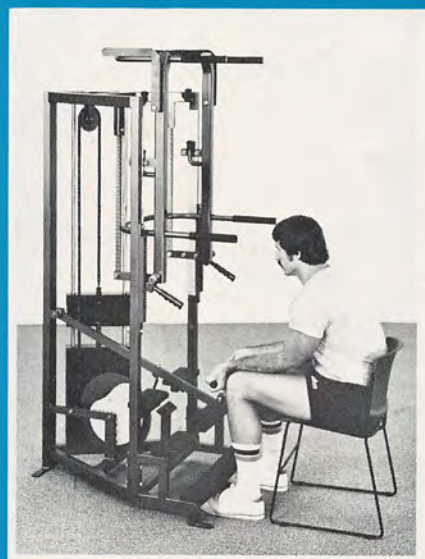
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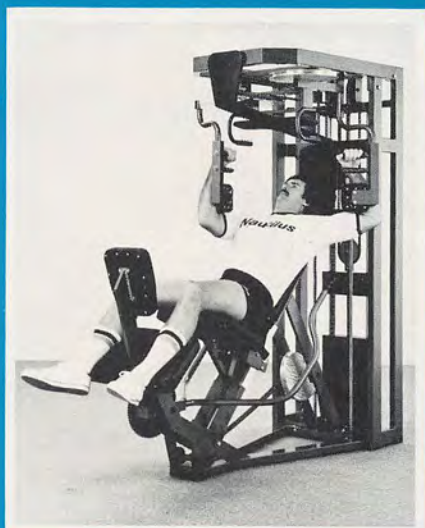
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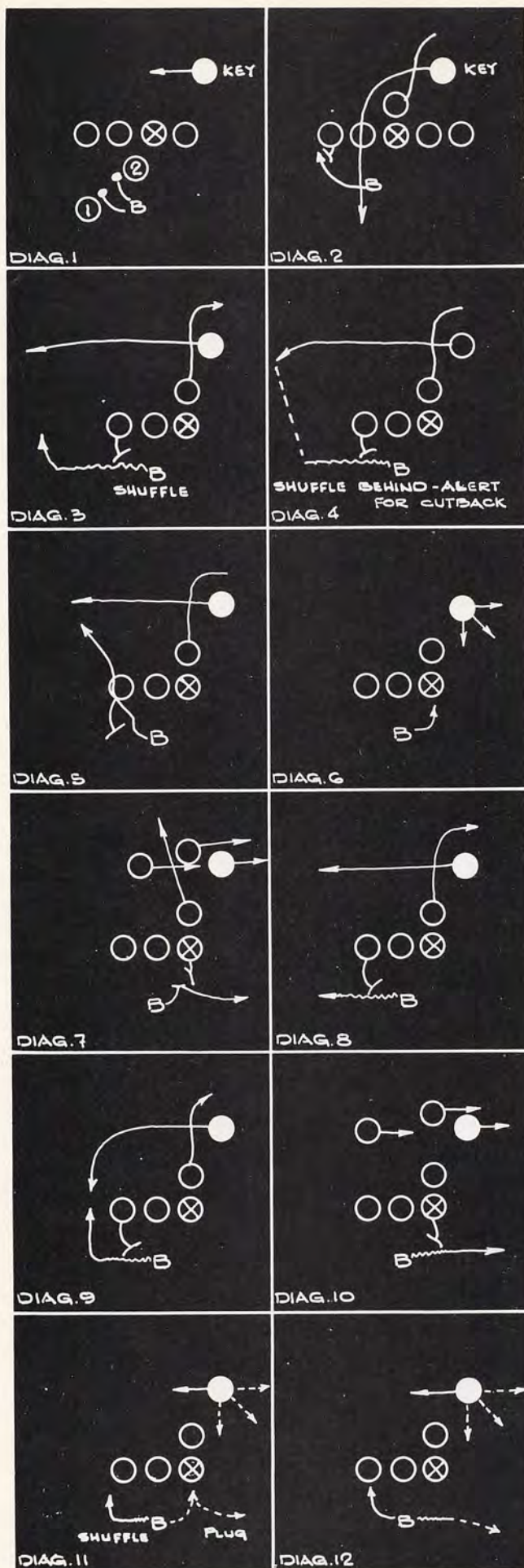


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PURSUIT PATTERNS For SPLIT 4 INSIDE LINEBACKERS

By JOHN DURHAM

Head Football Coach,
Keystone Oaks High School, Pittsburgh, Pennsylvania



BY using different pursuit patterns for the inside linebackers, the split 4 defense can vary from its basic scheme. The early versions of the split 4 and its predecessor, the split 6, emphasized the scrape and plug methods of initial pursuit. In these methods, the linebackers use keys to determine which movement they will make. If the key is directed to the front side, the linebacker steps to his outside at a 30° angle to the line of scrimmage with his outside foot, then follows at a 45° angle with his outside foot, and then follows at a 45° angle with his inside foot (Diagram 1). These steps should bring him approximately face up on the original position of the tackle. He must read the flow of the backs. If the read alerts him that the play is coming to him, he will advance, meet, and defeat any blocker with the outside forearm. The outside forearm is coached in order to avoid overpursuit which creates a seam (Diagram 2).

If the linebacker meets a blocker on the scrape pattern, he must stop his charge, neutralize the blocker, and work across his face (Diagram 3). If he clears the block, the linebacker will shuffle parallel to the line of scrimmage, remaining slightly behind the ball, and meeting the play at the crossroads, always alert for the cutback (Diagram 4). If the scraping makes penetration, the linebacker can continue to penetrate and force the ball (Diagram 5).

The plug pattern is only used toward the center when the key directs the blocker in that direction (Diagram 6). The plug means the linebacker steps up and toward the center with the inside foot initially at a 45° angle, then squares up. He meets blocks with the inside forearm in order to avoid overrunning the play. If the flow continues in the opposite direction, the linebacker delays for a short time, then turns his shoulders and pursues the ball, deepening as he pursues (Diagram 7). He does not run around blocks, but crosses the face of opponents to continue pursuit.

The shuffle is used either as an onside or backside pursuit pattern. If the key directs onside, the linebacker shuffles in that direction, meeting blockers with the outside forearm (so as not to overrun) and crosses the face of all blockers (Diagram 8). He must shuffle parallel to the line of scrimmage and remain slightly behind the ball. The linebacker will come up for the tackle when the ball is coming across the line of scrimmage (Diagram 9).

In shuffling across the center, the path is the same, but the inside forearm is used to neutralize the block, while the linebacker delays before crossing the face of the center. Then he turns and runs in pursuit (Diagram 10).

The shuffle may be integrated so the linebacker may shuffle to

key and plug away (Diagram 11), or scrape to key and shuffle away (Diagram 12). This is done in order to best prepare the defense for the particular style of offense to be encountered in a given week.

An onside or offside key may be used to trigger the fill pattern. The linebacker takes a quick parallel step with the inside foot, then drives hard for the gap (Diagram 13) between the center and guard. If he meets a blocker, he stops his penetration and crosses the face of the blocker (Diagram 14). Otherwise, he continues to penetrate and force the play. The onside fill may be combined with any backside pattern while the offside fill may be combined with any frontside pattern.

The cross-fill is a backside move. On key, there is no delay crossing the center. The linebacker will shuffle very quickly to the opposite center-guard gap and drive through it (Diagram 15). If he meets a blocker on his path, he stops his charge, neutralizing the blocker with the forearm that was initially inside, then crosses his face, shuffling in pursuit. Cross-fill may be combined with any frontside pattern.

Flash is an onside move which amounts to a quick keyed stunt maneuver. On the key, the linebacker will step to his outside with the outside foot, then attempt to drive the guard-tackle gap (Diagram 16). The outside forearm is used in neutralizing the blocker. When he meets the blocker, the defender stops his charge and crosses his face (Diagram 17). The flash may be combined with any backside move.

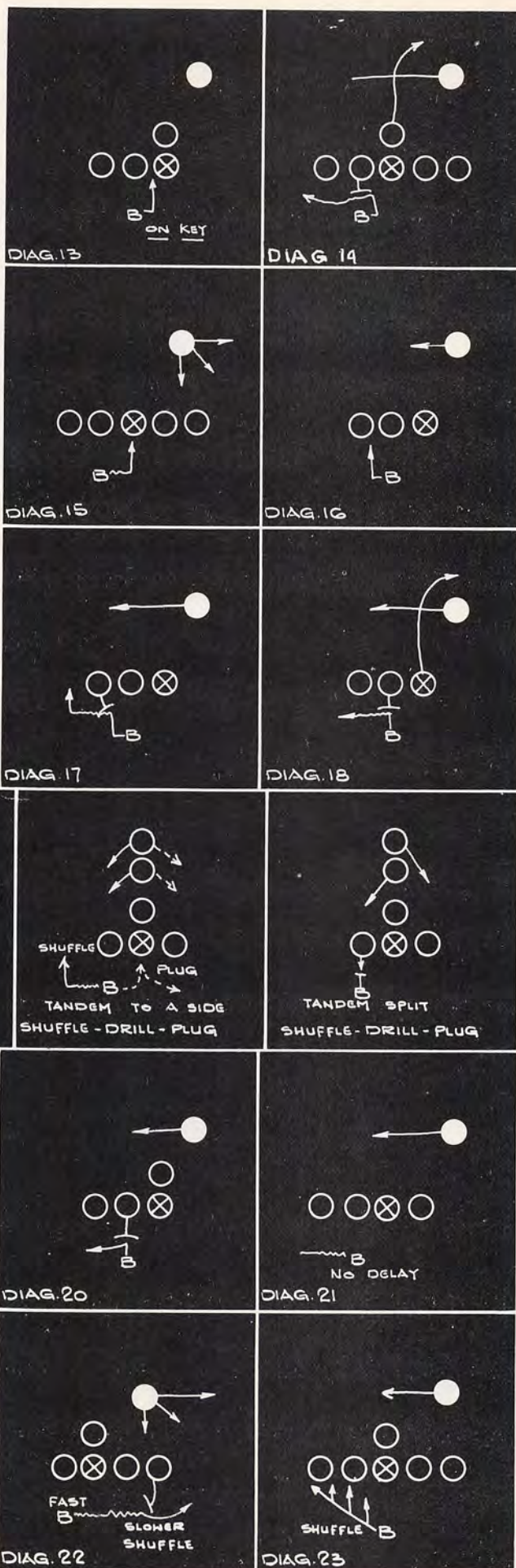
The drill pattern can be set up for use as onside, backside, or split-key (crossing backs, backs splitting from the I tandem). The linebacker drives directly for the blocker he faces and attempts to knock him back, redirecting his charge across the blocker's face (Diagram 18). Drill may be combined with any frontside or backside move and may be used as a third move on the split-key (Diagram 19).

The stuff is used onside, offside or on split-key and may be combined accordingly. On the key, the linebacker will hold his ground, defending himself with the forearm nearer the center (Diagram 20), and will not get direction until he sees the flow of the backs establish direction. He will cross the face of the blocker, shuffling behind the ball.

Swift may be a frontside or a backside pattern. It is not used for a split-key. On key, the inside linebacker shuffles very rapidly to the position of the next lineman (Diagram 21), not concerning himself during the initial steps about overpursuit. After crossing the next lineman's position, he will slow up, shuffling behind the ball as in the conventional shuffle pattern. He uses the opposite side forearm to clear the blocker during the initial part of the pattern; once he has cleared the blocker, he gears down and pursues as in the shuffle pattern, staying behind the ball and using the near forearm to clear the blocker (Diagram 22). Swift may be combined with any frontside move.

The rake pattern is used from a deeper alignment, usually four or five yards off the ball. It is an onside maneuver. The pursuit is along a line drawn to the face of the tight end or his ghost (Diagram 23). The linebacker shuffles, but at an angle toward the line, neutralizing blockers with the outside forearm. He must be careful not to overrun the ball. On reaching the face of the tight end, the linebacker will shuffle parallel to the line (Diagram 24). Rake may be combined with any backside pattern.

The pursuit patterns are utilized so as to fit into a designed defensive scheme. It may be desirable to shuffle-plug the inside line-



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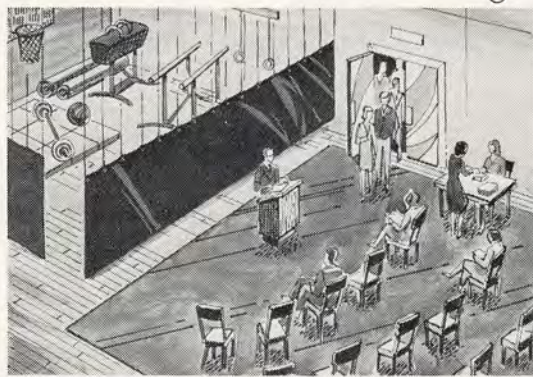
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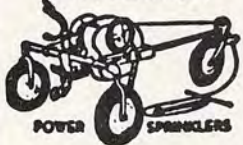
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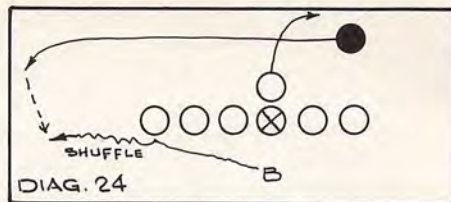
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backers as illustrated in Diagram 25; another possibility is a scrape and cross-fill pattern by one backer and a

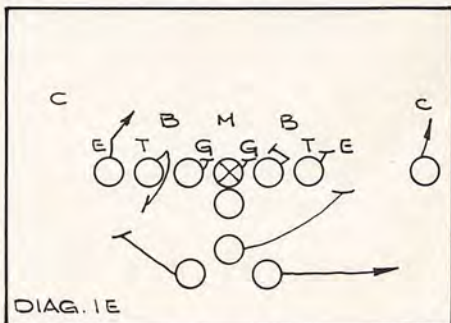
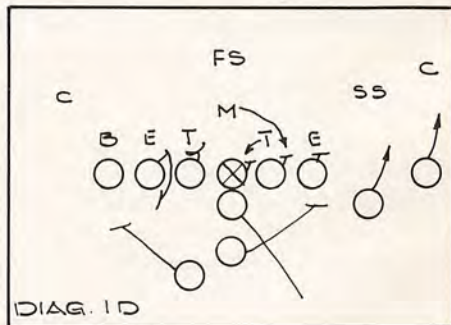
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Pass Protection

(Continued from page 10)

concerned with the big rush here, however, linebacker stunts are very common off this defense. Our backside tackle would pick up any linebacker stunt on that side and the frontside guard should be aware of the other linebacker stepping inside our tackle. Again, an all-out rush here would find one man unblocked on the backside, so the tight end can be used to balance the odds.

This philosophy of pass protection can be adopted on any level of football and is especially effective in high school. The learning time is minimal when compared to dropback protection. Also, it will take up less of the practice time as the season goes on. In a run-oriented offense, 15 minutes of practice time should be sufficient in keeping the players sharp. The recognition is easily adaptable to different defensive looks and the players can adjust easily during a ball game. 



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IN TEACHING TENNIS . . .

BE FLEXIBLE!

Part Two

By **DR. CHET MURPHY**

Coordinator of Tennis Instruction,
University of California, Berkeley, California

In the first part of his article appearing in the May issue, tennis teacher and coach, Chet Murphy, stresses the importance of understanding each student in order to properly motivate him/her and build upon the capabilities of the player to be.

If, for example, an uninterested student appears to like serving (he may have seen someone serve and, imitating him, found that he likes it), it may be wise to permit him to serve, even though serving is not included in the current lesson plan. Another student may like the continued action that backboard rally practice provides, and he may be bored with the drills. The best approach to him may be to permit and encourage him to practice against the board. And still a third student may like the effect developed by slicing and cutting his shots rather than by driving. If it becomes apparent that he needs that type of freedom to retain his interest, it should be permitted. True, such a permissive attitude develops some problems for the instructor, but in the long run it may result in better teaching with difficult students. Allowing them to wander around within the activity is certainly better than having them wander away from it completely.

A popular axiom states: *Telling is not teaching; the learner learns by doing if he understands and is interested in what he is doing.* Many experienced teachers evaluate their teaching procedures with this axiom in mind. The first part helps them avoid the fault of talking too much. The second part points out the importance of telling students not only what to do, but how to do it.

Students want instruction, but they want it to be short and simple. *Throw the ball up, and then throw the racket at the ball* may be all that is necessary to say to some students when teaching the serve. And when teaching other strokes, *Reach for the net, Swing from fence to fence, and Swing from the left hip* are useful tips. When simple instructions like these work, there is no need to say or do more.

But as the instructions are reduced to simple terms, enough information must be included for students to learn how to do what they are being told to do. Referring again to the service motion, it may be necessary to teach some students how to throw. It may be necessary to demonstrate and explain: 1) bend the elbow and raise it behind the body to place the racket in the back-scratching position, and 2) then turn the shoulders counterclockwise and point the elbow toward the sideline to start the racket up into the ball. By imitating and following these instructions, these students may learn to throw. Then have them relate the throwing motion to the service motion.

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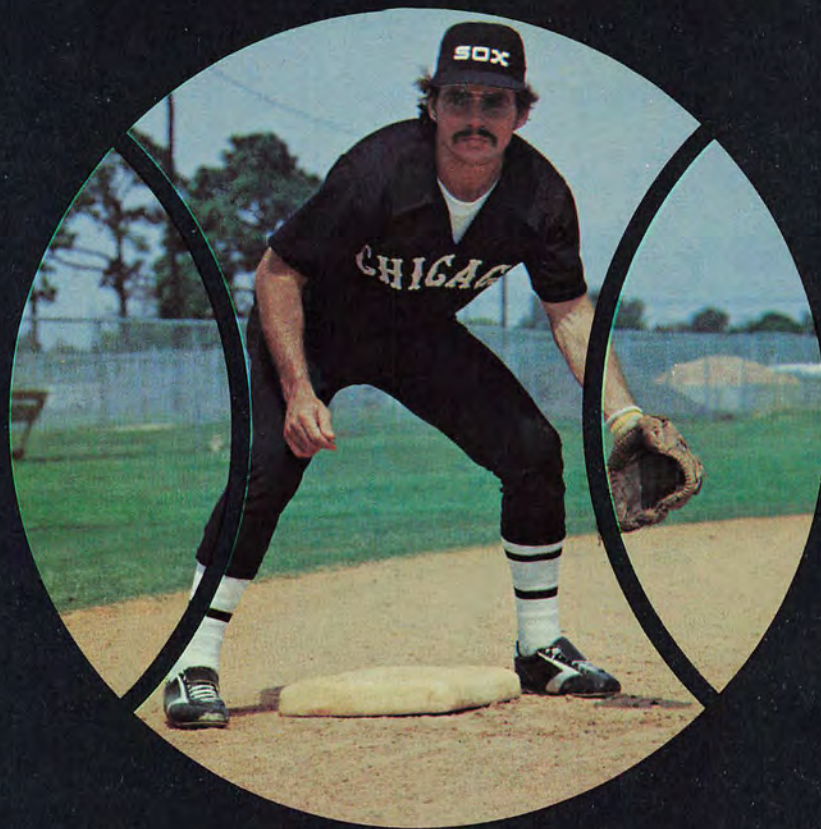
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The last part of the teaching axiom mentioned previously refers to the ever-present problem of motivation, of making students receptive and responsive, making them want to learn.

One way to increase students' motivation is to provide proper reinforcement for their efforts. In tennis the most obvious and frequent application of reinforcement occurs when the teacher or coach makes favorable comments after a player strokes a ball with acceptable form. The remarks are satisfying to him, and he tries to repeat the stroke pattern which brought that satisfaction. By continued reinforcement and practice, the instructor hopes to shape his strokes.

In the process of shaping tennis strokes, first reinforce any part of the stroke that even approximates good form. Do not expect instant duplication of the form that is demonstrated or provided as a model even from the most apt students. Instead, anticipate that students will have to be led carefully through several small steps to attain the final step — good form. At each step, make learning tasks simple enough so that reinforcement is within reach of all students.

In the early steps, the form requirements may be as simple as 1) stand sideways, 2) hold the racket firmly or 3) keep the elbow down and the racket on edge. In later steps students may be required to: 1) adjust the swing for high and low balls, 2) adjust the timing when hitting from an open stance or 3) use controlled hand action for force and placement. By changing the requirements at each step, the instructor will be providing learners with practice, instruction and reinforcement at levels appropriate for their abilities.

But using reinforcers is not always a simple matter of offering verbal praise. It may be necessary to apply reinforcement not only for the purpose of improving a student's stroke at a particular time, but also to motivate him toward a proper attitude toward the entire program. For this reason an instructor must consider other types of reinforcers that are available.

Some which can be used effectively can be grouped under the heading of social reinforcers. For some players merely being accepted as a member of a group or team is reinforcement enough to motivate them to respond favorably to the instruction. They are happy to be one of the group, doing whatever the group does, thus attaining the esteem of their peers and winning social recognition. For them this is often the most effective reinforcer.

However, for other students success in competition is a major need. In their case, a succession of bad losses or poor performances can be discouraging and often lead to diminished effort and enthusiasm, sometimes even to withdrawal from the activity. They may need to see evidence of progress, be convinced they are achieving at least some success, measured either against the performance of others or against previous performances of their own.

One way to provide this information is to devise simple tests of skill and form on which students can be scored periodically. Counting the number of balls stroked into a certain court area, the successful hits made against the wall or the number of times a ball is made to cross the net in a rally are examples of such tests. Charts and graphs showing the improved scores on these tests are often enough incentive to make students want to better their scores. Remind students often that these tests are being used as devices to help them reach their goal of becoming tennis players and are not ends in themselves.

Students who improve their scores significantly may be permitted to move from one court, or from one section of the gymnasium to another, where a more advanced skill is being taught. They may also be awarded points at intervals, for accomplishment on each drill, with the points being totaled at longer intervals to determine standings and placement. When they feel satisfied with small steps such as these while not losing sight of the ultimate goal of becoming a skilled player, the instructor makes their problems of training and learning easier and more pleasant.

A teacher can also make various types of material rewards function as reinforcers, especially with very young children. Badges, ribbons, and medals work well for this purpose when offered as prizes for contests. Winners may be rewarded with patches or arm bands with suitable inscriptions such as *Best Forehand*, or *Backboard Rally Champ*. As youngsters mature, however, they attach less value to such material awards and respond more noticeably to social reinforcers. An instructor must consider the levels of development of his students as he looks for appropriate reinforcers.

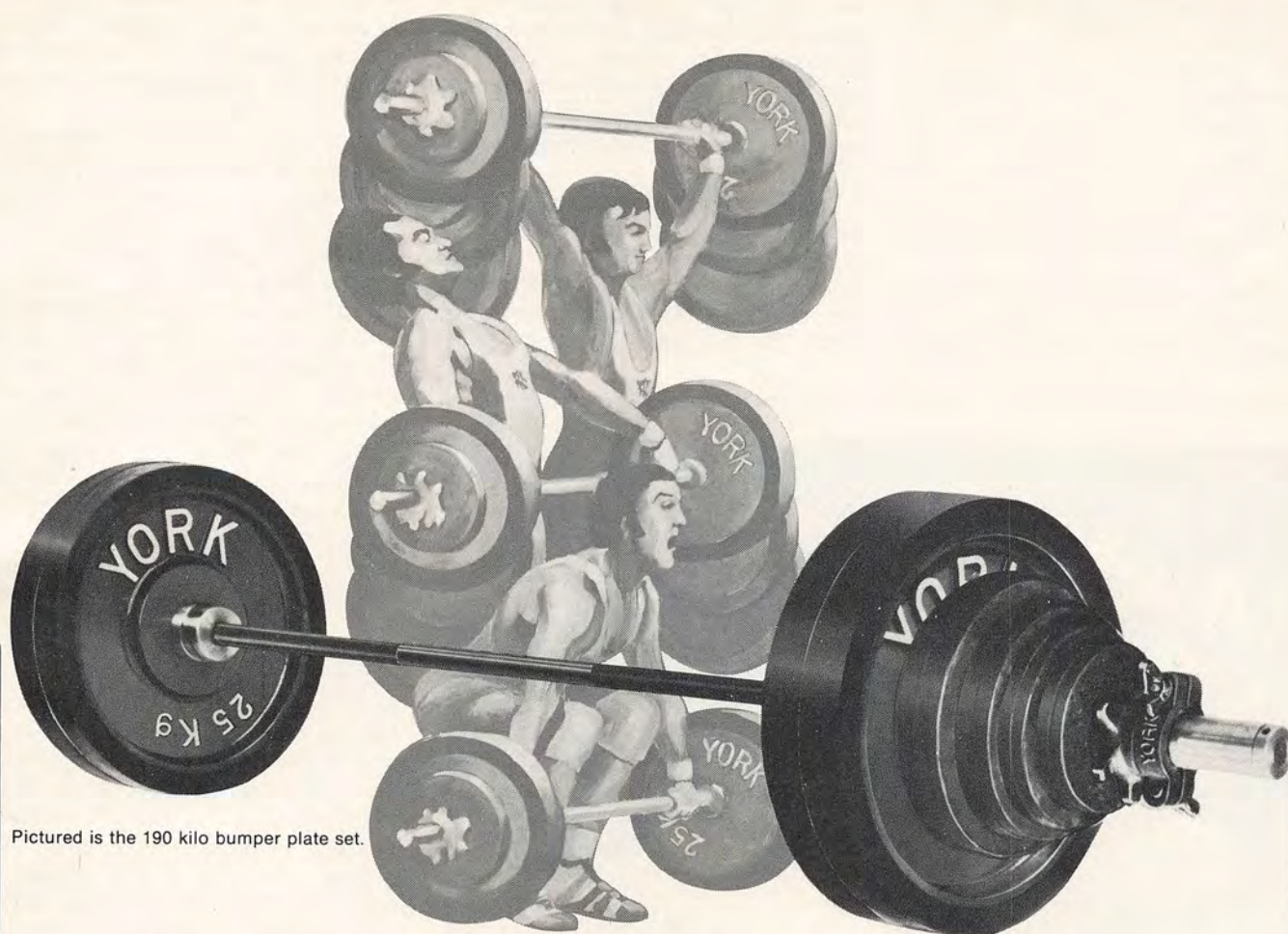
A tennis player has a kind of instant feedback on every shot; he sees that his shot is in or out, high or low, accurate or inaccurate. If the result of a particular swing is a good shot, he tries to make his next swing feel like the previous one, hoping thereby to make another shot.

For some players the satisfactory result and feeling occur often enough to make them want to practice, even without the help of a teacher or coach. But this kind of unassisted trial-and-error learning is not always the most efficient way to learn. The player may not always be able to determine what points of form were incorrect and what caused an error. As a result, good form may come only after many long, arduous practice periods, if it comes at all. Here, the teacher or coach can facilitate learning by explaining when and how errors occur and by suggesting ways to correct them.

It may be helpful to use gimmicks and gadgets to help learners develop a feel for a particular stroke or for some small part of one. Hitting a forehand while pressing a ball can against the body under the upper arm (to learn to keep the elbow down and the racket face on edge) is one example. But a teacher may prefer to rely on the spoken word and attempt to describe and demonstrate proper positions of various parts of the body (the elbow, wrist or shoulders, for example) to help the learner look right when stroking. Hopefully, with continued practice, he will begin to feel what is right. In this way the instructor can use verbal feedback — information not usually available in the performance of a task — to lead the learner to the point where he is able to benefit from internal feedback, i.e., how it feels.

Although verbal feedback is often useful, its limitations for an instructor in group work are obvious. He can attend to only one hitter at a time. True, he usually offers mass instruction first in which he explains and demonstrates for the entire class. Then he disperses his students and arranges for them to rally, presumably with the new form that he recommended. The usual result, however, is that many of them either revert to their old tendencies or they adopt some new technique that seems to work for them. The danger here is that by adopting this bad form that provides temporary success, they may never develop more suitable form that would eventually permit them to play effectively at a higher skill level.

One solution to this problem is to have the students work in pairs and teach them to teach each other. For this plan arrange ball-tossing drills in which half the class tosses while the other half hits. Let hitters swing at balls tossed carefully and accurately so that problems of judgment and timing are minimized. Then they will be able to concentrate on the points of form de-



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scribed and later repeated by a tosser when he considers it necessary or helpful for a particular hitter. In this way a student is not left unattended, so to speak. Instead he is under constant supervision, always under the watchful eye of either the teacher or another student, both of whom are helping him develop acceptable form. Only when he begins to display such form should he be permitted to rally without supervision.

To make such a so-called buddy system work, it may be necessary to demonstrate the most obvious and com-

mon faults and the corrections for students. As this is being done, begin to encourage tossers to coach their hitters and persuade hitters to consider each tosser as a temporary assistant teacher. For each pair try to provide easily recognized cues and easily understood expressions they can use as they work together.

During stroke practice, the instructor's role is that of an analyst and an informer. Observe the stroke, consider the cause and effect relationships at contact, and then relate the stroke to the flight of the ball. Conclude what

mistakes occurred and what correction is to be made, and pass this information on to the student in as meaningful a way as possible. Explain technically, demonstrate, diagram or initiate. The instructor may even guide the learner's hands and arms.

Each student has a more active role than may be inferred from the preceding paragraphs. One modern learning theory suggests that he functions as an information processing system. He is continually being fed information about his environment, which in tennis we call the conditions of play. One type of information he processes has already been described — the consequence, the result of his stroke after having swung. But the instructions offered to correct that stroke can usually be applied to a subsequent stroke that occurs under the same conditions.

Now, identical conditions for successive groundstrokes are not likely to occur. Instead, the next shot, the next ball a hitter has to play, is likely to be higher or lower, faster or slower, shorter or deeper than the previous one. Therefore, he must make a judgment that will enable him to set the variables in the stroke (the slant and angle of the racket; the plane, line and force of the swing) properly for that second stroke. This suggests that the teacher should not only help students groove their swings, but he should also help them develop skill in adjusting their swings to the varying conditions of play.

This means, of course, that students must learn to recognize how play conditions change. They must be aware that they are farther from the net, or will be, for this shot than for the preceding one, or that this ball is higher, or will be, than the previous one. By learning to anticipate the conditions under which they are going to have to hit the oncoming ball, they are more likely to set the variables properly for that particular shot.

Here, it may be necessary to direct students' attention to the conditions they must attend to for accurate judgment of the flight of the ball. Many beginners do not know what cues to look for. They must be taught to recognize the force of the opponent's swing, the sound of impact, and the trajectory of the oncoming ball. These are the cues that help predict whether they will have to make a play on a high ball or a low one, a fast one or a slow one. Processing such information before making the stroke is equally as important as correcting the information gathered during or after the stroke.

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adjusting the variables in the swing is to have students aim at a target. The cans in which balls are packaged or a racket cover serve well for this purpose. Let players hit from various locations in the court. They will soon learn that it takes a higher as well as a stronger shot to hit the target when stroking from behind the baseline than it does when stroking from close to the service line. To hit higher or lower, they will have to adjust the slant of the racket and the plane of the swing — to hit harder or softer, they will have to hit with more or less force.

In this practice students also recognize that they will have to slant the racket face differently for high and low balls. For example, when hitting a ball at ankle height, the hitting face of the racket must be slanted skyward slightly to hit the ball up and over the net. But when hitting at a shoulder high ball, the racket face may have to be slanted downward slightly to hit the ball down.

After allowing students to hit at a fixed target from various locations, let them hit at alternate targets from the same location. As an example, let them hit from the center mark and aim at either of three targets, one placed at the service line, the second in no man's land, and the third close to the baseline. Here again, they will soon learn that it takes a different slant of the racket and a different amount of force to hit alternately short and deep. The racket face will also have to be slanted differently.

In this type of practice tell the students to visualize the shot they are trying to make. Tell them to see in their mind's eye the trajectory, the speed, and the direction they want on each shot. For this it may be necessary to demonstrate high and low shots, easy and hard swings and perhaps also, how to hit high or low, easy or hard.

When this type of practice is provided, the instructor will notice that some players with good strokes cannot hit accurately. They may not have learned to adjust the variables in their strokes. Target practice, in which instructions are offered for recognizing and adjusting to the varying conditions of play, will help them become better hitters. Do not overlook this important part of tennis practice. Teach the players how to hit the ball, as well as how to swing at it.

Due to the individual differences described previously, students have different starting points as well as different potentials for learning. It is logical, therefore, to expect different finishing points. The final result, the level of accomplishment for each student, depends on several factors: 1) how good

he wants to be or expects to be, 2) how well the teacher knows the game, 3) how well knowledge is conveyed to him, and 4) how well the instructor motivates him.

Not all students want to become expert players. Many only want to learn to play well enough to enjoy the game as a recreational activity, playing for fun, as they say. With such low levels of aspiration, they are not likely to accomplish much in the program unless the teacher is able to motivate them to increased effort and enthusiasm.

To fully understand what motivates students, the teacher must discover the

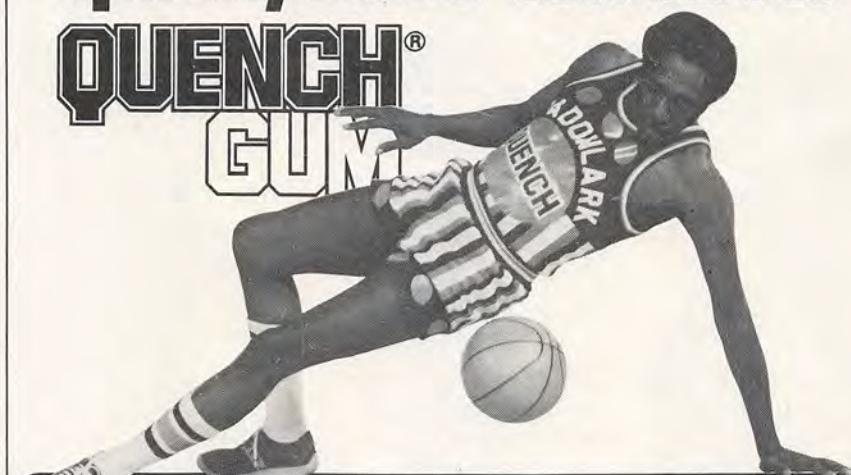
types of events they find reinforcing. Several kinds of reinforcers were described in the preceding sections. A teacher must keep these in mind as he plans his instruction.

When deciding whether to insist on a change in form or to permit present form, assess each student's potential for making the change. Students who want to play only social tennis and who are not committed to serious practice and training are not likely to want to, nor are they likely to be able to change certain techniques that seem to be working for

(Concluded on page 62)

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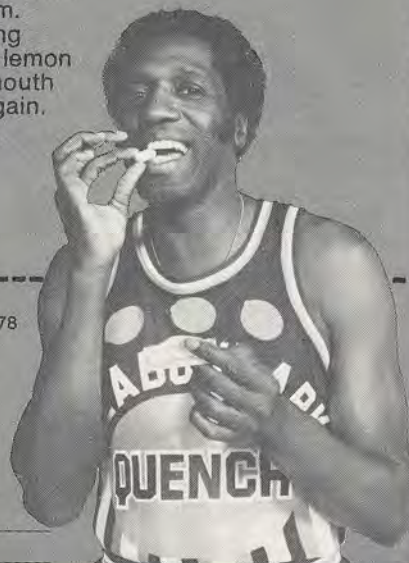
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1977-78 BASKETBALL

OFFENSE!

By NELSON W. NITCHMAN
Assistant Head of the Department of
Physical Education, U.S. Coast Guard Academy,
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THIS season, the application of full-court pressure was adopted by many coaches after scoring via the field goal or free throw routes. It was therefore imperative that every coach devise a suitable method of beating this often disruptive defensive procedure. The most popular and effective full-court press was the 1-2-1-1, yet many teams chose to use the 2-2-1. Most of the more successful teams attacking the full-court press cleared their biggest player to the front court for the possible long pass and quick basket. Characteristically, these same teams always capitalized on the inbounds passer taking over the trailer assignment, a sound tactic for relieving the receivers of the inbounds pass from destructive double teaming. Whether the structure for the penetration was against a 1-3-1, a 3-2, a three-across setup or a triple stack, the initial pass was consistently safe when delivered to a middle player at the free throw area. This initial receiver could assume this position at the outset or could arrive there belatedly after a three-player crossing move which ultimately evolved into a 1-3-1 arrangement. Several of the best techniques for beating the press are shown in Diagrams 1 through 7.

Most of the top-notch teams supplemented the full-court press with a solid man-for-man and a variety of zones. Against teams with an exceptional scorer, some teams used a box-and-one or diamond-and-one. Seen much more frequently than in the past was the triangle-and-two, which calls for well-organized movement of player and ball by the offense. The triangle-and-two fused nicely with the 2-3 zone and, when coordinated with other defenses, changed the tempo and destroyed some of the aggressiveness of a smoothly functioning offensive unit. As a front court offense, when confronted with man-for-man defenses, the 2-1-2 set appeared to be the most acceptable arrangement. From the 2-1-2 alignment after a dribbling exchange by the guards, the strongside forward often picked for the second guard handler as the center screened opposite for the weakside forward. Also from a double exchange of ball and players between the guards, the weakside guard and center set many double screens for the weakside forward. The strong guard often passed to the strong forward and then screened away from the ball for the weakside guard, who

worked a guard-around move outside the strong forward. If no play resulted, the feeding strongside forward and center would double screen to the weak side for the weakside forward.

Teams emphasizing longitudinal screens, strong guard for strong forward, prefaced this move by a lateral pass to the weakside guard. The weak guard passed to the strong forward for an over-the-top shot. As an alternate, the strong forward could feed the weakside forward for whom the center had screened opposite inside ball penetration. Other teams using such longitudinal screens by the strong guard for the strong forward likewise shipped the ball to the weak guard, who passed to the high post, who finally passed to the strong guard circling around the strong forward. On plays with the strong guard feeding the strong forward directly, then screening longitudinally inside, the ball was often punched back out to the weakside guard who then hit the strong guard for a shot over the top of the strong forward. Optionally, from this initial thrust the ball was frequently reversed to the weak guard, then to the weak forward for whom the center had screened away from initial ball penetration.

Moves off shuffle action from the 2-1-2 were quite diversified. They included strong guard to strong forward with the strong guard shuffle-cutting off the center. From this, the strong forward dribbled away from the basket, passed to the high post, then set a delayed screen for the shuffle cutter circling back to the strong side. The high post hit the original handler for a shot over the top of the strong forward. The weak side of the defense was activated by an exchange move between the weakside guard and forward.

The normal shuffle move after a lateral pass from guard to guard, with the strong guard feeding the strong forward as the original guard handler cuts off the high post to get a pass from the strong forward, was combined with the strong forward feeding the weakside forward as the center screened away from the ball. An added option called for a reversal of the ball from strong forward to strong guard to the center on the weak side with the strong guard working a buddy play with the center on the weak side. A fourth option, stemming from the identical method of reversing the ball, was exercised by the ball going from strong guard to center, followed by the guards splitting the post on the weak side.

From the same guard-to-guard-to-forward move with the subsequent pass to the shuffle-cutting guard, the center picks and rolls opposite the side of ball penetration and the guard feeds him underneath. Extending this operation, the second guard shuffle-cuts after the original guard cutter and the second cutting guard and center double screen for the weakside forward. Likewise, the strong guard can pass to the strong forward initially and shuffle-cut off the high post, finally setting a diagonal weakside screen for the weakside forward. The ball can be fed to the weakside forward, cutting off the double screen down the middle, or the ball can be reversed to the original handler in the weakside corner. When the defense sloughed to the side of the ball against shuffle movement, it was easy prey for a guard exchange with the strong guard feeding the strong forward, then cutting off the high post. The strong forward hits the post who wheels and feeds the strong guard inside of the slough.

A few teams operated from an overload left with ball movement taking place from strong guard to strong wing to strong corner. After receiving the first pass, the strong wing fed the strong corner and cut for the basket for a return pass or to screen in the weakside corner. The weakside corner player was sometimes fed directly after the diagonal screen by the wing player, but generally the ball was reversed to the exchanging guard who ran a weakside corner play with the left wing cutter after he had screened for the weakside corner attack player.

When equipped with a rugged low post player, several coaches used the 2-2-1 setup, and utilized a guard dribble exchange sequenced by the low post and strong forward working lateral screens with pick and roll principles. They augmented this attack with a guard exchange wherein the original guard ballhandler set a longitudinal screen for the low post flashing high, where he received a pass from the outside guard. Secondarily, the outside guard inside screened for the weak forward who posed as the threat of a second scorer if the post player were not freed initially. The double screen by strong guard and strong forward for the low post was another effective method of releasing the high-scoring low post player.

The best 3 in-2 out offense included some longitudinal screens to the side of ball penetration with the center screening away from the ball for the weakside

forward. This movement gave the strong forward the dribble-around on the inside screen, the weak forward an opening off the center's screen and, finally, the center a clear shot over the weak guard's delayed screen. This rotation inside kept these three players where they could be the most productive. The strong guard alternately made diagonal cuts away from the ball after feeding the strong forward with: 1) the center screening for the weakside forward; and 2) in sequence, the diagonally screening strong guard making his second pick in the pattern for the center, if the weak forward cutting over the middle is not freed via the center's screen, not usually the case.

A couple of single stack plays along with a successful 1-3-1 play are outlined in Diagrams 28, 29 and 30.

A number of teams used some 1-2-2 or bottle type zones which were countered by offenses relying on a two-guard front with a three-player inside numerical advantage. Initial movement of the ball between the guards was lateral, as the post player was stationed inside the corner shooters so they could release shots over the top, placing greater pressure on the two deep defenders. As an adjunct to this type of play, one corner player cut closely behind the post player from his corner, then around the opposite corner player as the ball is lateraled and then punched in to the original weak side corner, again burdening the two deep defenders. Another procedure which succeeded was an overload left in which the overload wing player cut to the free throw line, then triangularly to either side of the basket, then flashed back to the high post. This rover design was a medium for outnumbering the rear line by the mere free lance of one player. From the same original overload left, the advance of the ball to the wing on the left was coordinated with the strong corner player flashing high and the weakside corner going baseline. This complicated matters for the two rear defenders by creating openings either at the free throw line or baseline.

From the 1-3-1 set against the 1-2-2, the ball was advanced to either wing as the baseline runner overloaded to the side of ball penetration. The strong wing delivered to the high post as the weakside wing cut under to get a pass for a lay-up.

The best zone teams in this year's competition employed the 2-3 zone. Offensive thrusts from the 2-1-2 set worked best against this type of zone. Either guard feeding the high post with the

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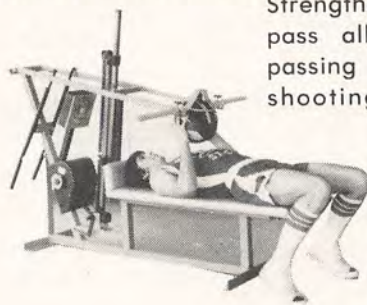
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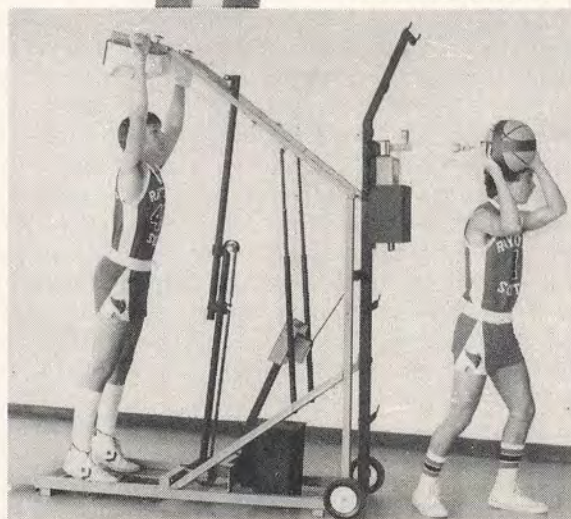
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strong or weakside forward running baseline opened up either the free throw or underneath areas. A lateral ball exchange between the guards with a quick delivery to the high post, terminated by the weakside forward overloading the strong corner, worked nicely. Prefaced by a lateral exchange of the ball between the guards with the high post and weak forward exchanging positions and the strong forward running baseline, this was a simple but solid attacking scheme. As a variance, the ball was shipped laterally by the guards, then from strong guard to strong forward as the weak corner player flashed high and the high post rolled low.

A 3 out-2 in strategy that was successful against the 2-3 zone had the point guard passing to either wing, then breaking to the weakside corner, the weakside corner player flashing to the free throw line to get the second pass in the series from the strong guard while the strong forward ran baseline. The weakside and strongside forwards were immediate, prospective scorers who could realign in opposite corners as the three original outside players regrouped for continuity purposes.

A lopsided right 2-1-2 whereby the point guard hit the overload guard on the right wing, who then passed to the strong forward in the right corner, and lastly with the high post rolling low or clearing to the weak side while the weakside forward flashed high, was a puzzling maneuver for this type of zone to combat as the low post and weakside forward took advantage of vulnerable spots in the defense.

The 1-3-1 offense against the 2-3 zone with low and high posts constantly interchanging proved troublesome to the defense. An added wrinkle showed point passing to the high post to the left wing and back to the point; then to the right wing to the low post running baseline for a shot underneath.

The 2-1-2 offense against the 2-1-2 zone worked well when the guards made a lateral exchange of the ball. The strong guard fed the strong forward as the high post rolled low for an underneath shot.

Against the 1-3-1 zone the same initial moves were made from the 2-1-2 as against the 2-1-2 except that the high post rolled low and took the underneath pass for a shot, or if challenged on the shot, fed the weakside forward driving baseline. To further exploit the 1-3-1 zone, the 1-3-1 offensive set worked the following play: the point guard hit the right wing who fed the overload base-

line runner in the right corner. The baseline runner shoots or feeds the high post rolling low. If challenged, the now low post player dumps down underneath to the weakside forward.

Teams with one consistently prolific scorer found the defense presenting them with a box-and-one or diamond-and-one. Offenses combatted this by lining up in a box arrangement with two post players inside and two good handlers outside. The high scorer lined up opposite either of the two post players and worked to cut off the defender by a series of figure-eight cuts around the two post players. Other clubs overloaded left with the good scorer in the left corner, the teammates in a box. On the lateral exchange, strong guard to weakside guard, the left post player cuts to the free throw line to get a pass for a shot, or feeds the right post who rolls low to get a pass underneath. If neither of these deliveries procure an opening, the right post sets a screen for the high scorer in the left corner. The high scorer gets the ball to drive around the screening right post.

A 3 out-2 in thrust which beat the box-and-one or diamond-and-one purposely isolated the good scorer in the right corner. The point player in the 3 out pumped the ball to the left wing and the right wing cut to the free throw line, and received a pass from the left wing for a shot. In the interim, the good scorer baseline cuts left circling the screen placed on his player by the opposite corner player. The right wing receiving the second pass at the line can shoot, pass to the good scorer over the left corner player's screen or dump the ball under to the left corner player going baseline.

The most ingenious mode of attacking the triangle-and-two required a good shooting point man, two post players on the outside of a double stack, with the two players being played man-for-man on the inside of the stack. These two inside players cut their defenders off by breaking closely around the outside players in the stack to get the ball from the point man. After these two players were freed, one post man flashed high, the other rolled low. The point man shot if the defense sagged, the inside players worked to free themselves for a shot and the post players continued to set up, then break high and low alternately. The two inside players could vary their tactic in meeting the ball by crossing on the baseline prior to cutting their respective defenders off the outside players in the stack.

In a 3 out-2 in attack against the

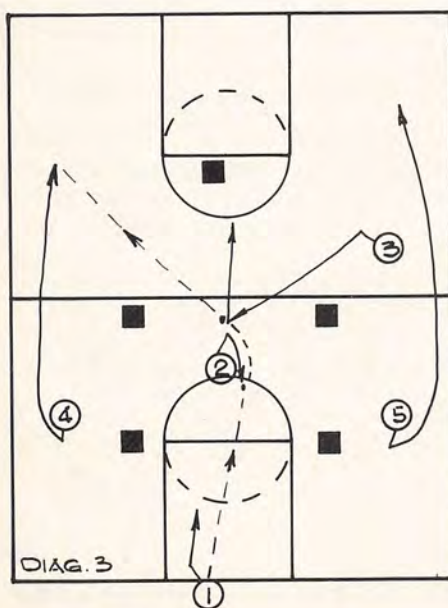
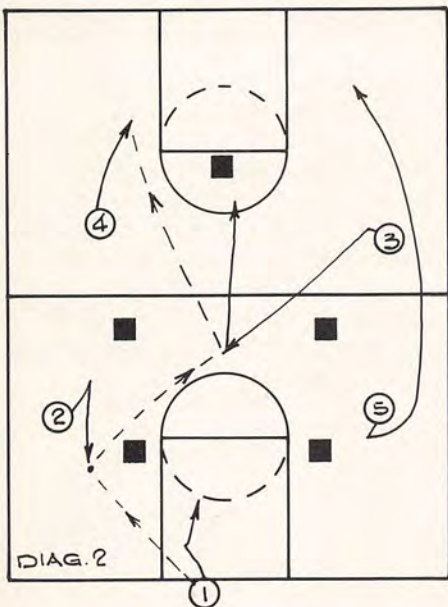
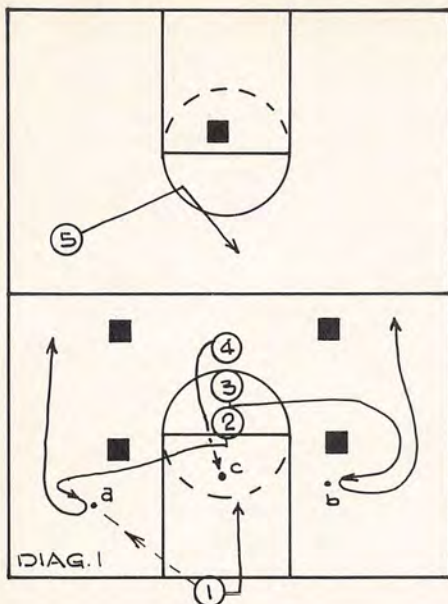
triangle-and-two, the point player shot if the defense retreated. The two players being played man-for-man lined up inside deep and rubbed off their defenders on the longitudinal screens of the two outside wing players. The two screeners crossed laterally when reaching the baseline to give an added scoring medium. The third mode of beating the triangle-and-two was the overload left as the two players being played man-for-man worked outside on a ball exchange. The ball went from strong guard to overload wing left to left corner. The wing, after passing to the corner, cut for the hoop to get a return pass from the corner for a shot. If stymied, he would dump down to the weakside corner player going baseline. The fourth method called for a good point shooter, a triple stack left with one of the two players being played man-for-man deep inside in the stack, the other on the weakside wing. The point man feeds the inside left player cutting out around the double stack for a shot. If this player has no shot, he pulls up short and feeds the weakside forward circling behind him. The outside stack player retreats to the sideline as an outlet if no play shows.

Diagrams 58 and 59 display good sideline out-of-bounds plays. The plays applying to man-for-man defenses are grouped in Diagrams 8 through 30. Those directed against zones are drawn up in Diagrams 31 through 48 and techniques used against unusual defenses (box or diamond-and-one and triangle-and-two) are shown in Diagrams 49 through 57.

In Diagram 1, O1 takes the ball out of bounds while O2, O3 and O4 arrange themselves in a stack at the free throw line. O2 cuts to the left, O3 cuts to the right and O4 comes to the ball from the middle. The inbounds pass can go to any one of the three and after the pass, O1 starts down the middle for the return pass. After either the first or second pass, the ball is advanced to O5 beyond midcourt. O2 and O3 break up the wings, creating a two-on-one or a three-on-one situation.

Diagram 2 shows a 1-2-2 operation against a 2-2-1 full-court press. O1 inbounds the ball to O2 who has faked long and then comes back to meet the ball. O3 breaks from the midcourt spot to the middle to take the pass from O2. When O3 gets the pass, he feeds O4 and then O4, O3 and O5 make the triangular approach to the basket, thus burdening the deep defender with a three-on-one numerical advantage.

In Diagram 3, we have a 1-3-1 opera-



tion against the 2-2-1 full-court press. O1 inbounds the ball to O2 at the top of the key and then trails the ball. O2 then passes to O3 at midcourt as O4 and O5 go down the sideline. O3 whips the ball to O4 and O3, O4, and O5 have a three-on-one advantage over the deep defender.

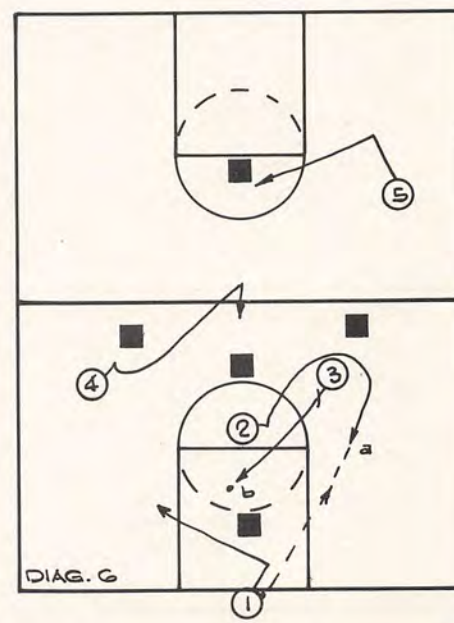
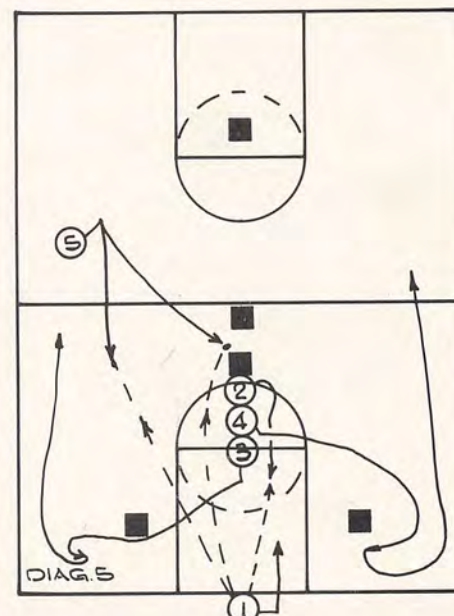
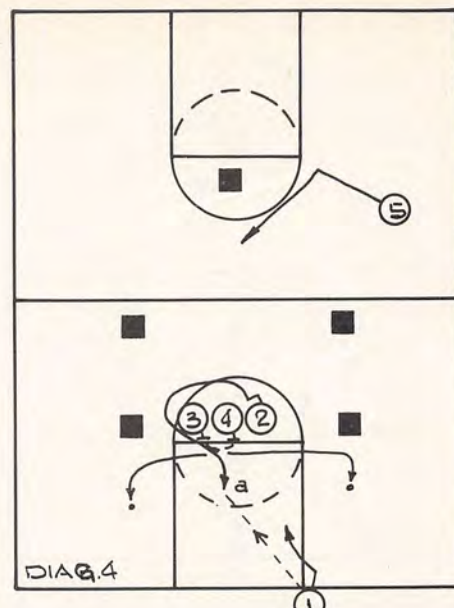
O2, O3 and O4 align themselves laterally while O1 handles the ball from out of bounds (Diagram 4) and the team is now ready to attack the 2-2-1 full-court press being applied by the defense. O2 cuts around the alignment and then breaks down the middle. O3 and O4 cross to the wings and the inbounds pass can go to either O2, O3 or O4 who then look for O5 who has gone front court, then comes back to meet the ball at the middle of the midcourt. On occasions, O4 would break directly from the tandem to meet the ball and in this situation, O2 and O3 would cross to the wings as secondary outlets.

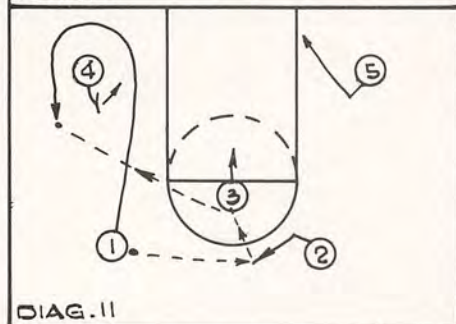
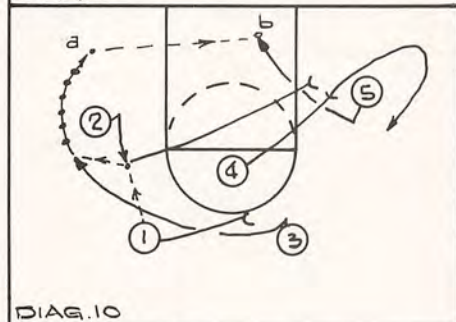
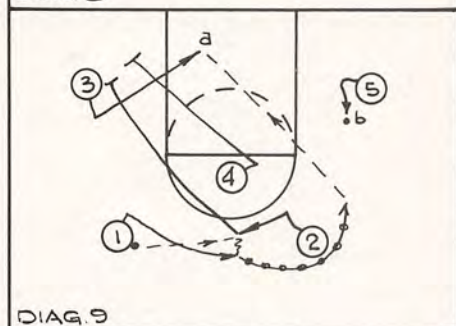
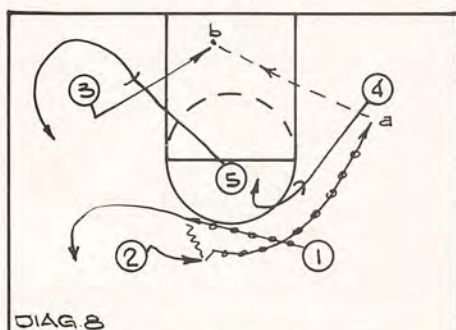
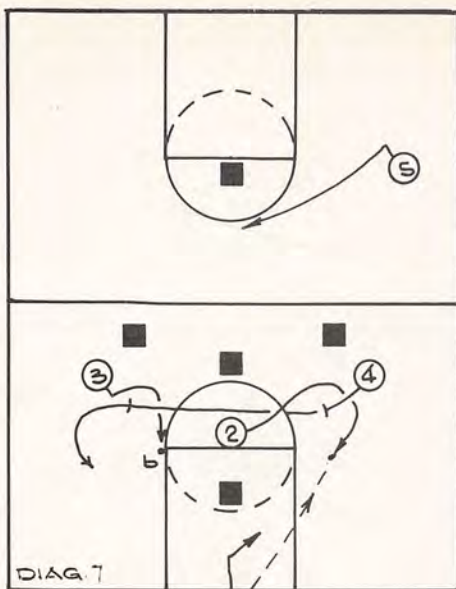
Against a 2-1-1-1 full-court press, one team operated as shown in Diagram 5. O1 attempted to hit O3 or O4 as they split from the stack. Unable to do so, the inbounds pass went to O2 coming down the middle. If O2 was overplayed, O5 cut to either of the points shown to take the outlet pass. O1 came up the middle after making his initial pass and O3 and O4 went down the wings as the ball reached a point close to or beyond midcourt.

Against a 1-1-2-1 full-court zone press (Diagram 6), O3 and O4 assumed wing positions. O2, who was stationed at the free throw line, cut around O3 on the right wing. After the screening took place, O3 broke down the middle and O1 fed O2 or O3. The other wing player broke to midcourt. The big center, O5, broke to the free throw area. After inbounding the ball, O1 became a trailer. The passing sequence was from O1 to O2 or O3, to O1 or O4 or O5.

The alignment shown in Diagram 7 is the same as in the previous diagram with the exception that O3 and O4 have switched sides. In this case, O2 and O4 execute the same screen, but O4, instead of meeting the ball down the middle, sets a second screen for O3 who moves up the middle. O1 now has the opportunity to inbounds the ball to O2 on the left wing, O4 on the right wing or O3 in the middle. The passing sequence follows the order described for Diagram 6.

The first of the 2-1-2 maneuvers is shown in Diagram 8. O1 dribbles left on an inside dribbling screen and feeds O2 who dribble drives around O1. O4 moves





from his inside corner position and sets a screen for O2 who drives around O4 and shoots over the top (a). O5 holds his position momentarily as O2 starts his dribble around O4 and then O5 executes a diagonal screen for the weakside inside player, O3. If O2 does not have a shot, he whips the ball to O3 for the shot (b). When neither O2 nor O3 would be open for the shot, O2 would ship the ball to O4 at the free throw line for the jumper.

Diagram 9 shows an excellent guard exchange maneuver with a double screen away from the ball. O1 passes laterally to O2 in the backcourt and then cuts to the rear of O2 to take the return pass. O2, after returning the ball to O1, sets a diagonal screen for the weakside forward, O3. O1 feeds O3 for a shot over the double screen (a) or alternately feeds O5 and makes a two-man play with O5 (b).

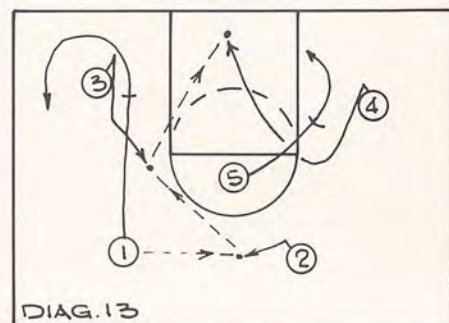
In Diagram 10, the strong guard, O1, passes to the strong forward, O2, and then picks for the weakside guard, O3, who circles around O2 to get a guard around drive for a shot (a). If O3 does not have a shot, he pulls up short and delivers the ball to O5 for whom O2 and the high post player, O4, set a double screen. O5 receives the pass from O2 (b). If there is no chance for either option, the ball is shipped back out to O1 and the continuity resumes.

O1 passes laterally to O2 (Diagram 11) and then makes an inside longitudinal screen for O4. O1 ultimately circles around O4. O2 hits O3 in the high post position and then O3 delivers the ball to O1 who shoots over O4's stationary screen. O3, O4 and O5 afford excellent rebounding strength.

Still on the 2-1-2 offense, the strong guard, O1, feeds the strong forward, O2 (Diagram 12). Following the pass, O1 makes an inside longitudinal screen for O2. O3, the weakside guard, moves over to get a punch-out pass from O2. O3 passes back in to O1 who shoots over the top of O2 (a). To activate the defense opposite the ball, the high post player, O5, picks for O4 to whom O3 can pass if

O4 should be open (b). If no play develops to either side, O3 feeds O5 and they execute a two-man weakside play (c).

In Diagram 13, the strong guard, O1, feeds laterally to the weak guard, O2, and then sets an inside longitudinal screen for the strong forward, O3. O2 ships the ball into O3 who can shoot or else feed the weakside forward, O4, who has driven around the high post player, O5's, pick. Notice that the pick is away from the side of ball penetration.



After feeding the strong forward, O2 (Diagram 14), the strong guard, O1, shuffle-cuts off the high post player, O3. O2 looks for O1 on a quick opening but finding none, O2 dribbles away from the basket and pitches the ball into the high post man, O3. After feeding O3, O2 runs a longitudinal inside screen for O1 and O3 feeds O1 for a shot over the top. O4 and O5 activate the weak side by working an exchange.

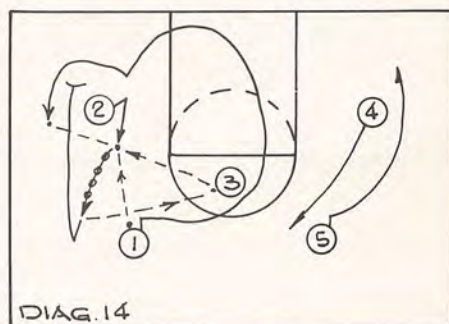
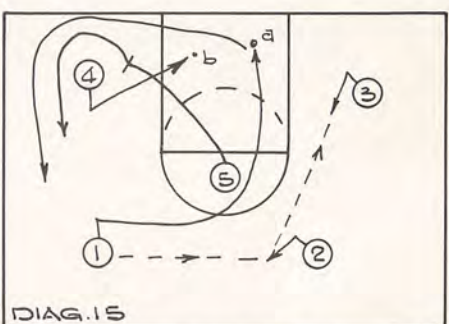
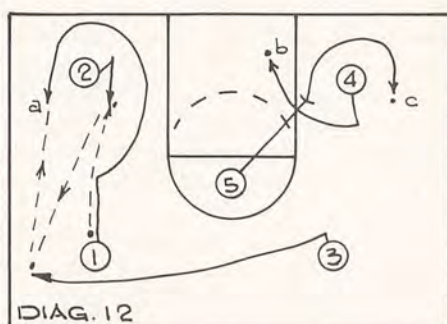


Diagram 15 shows a 2-1-2 shuffle maneuver. O1 laterally feeds O2 who in turn passes to O3 as O1 cuts (Continued on page 48)





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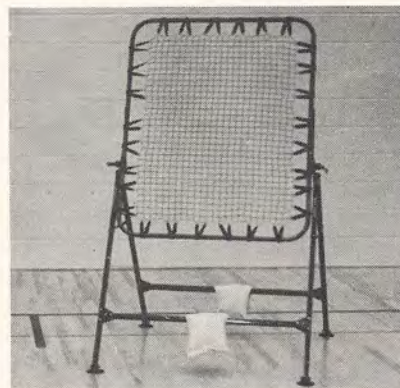
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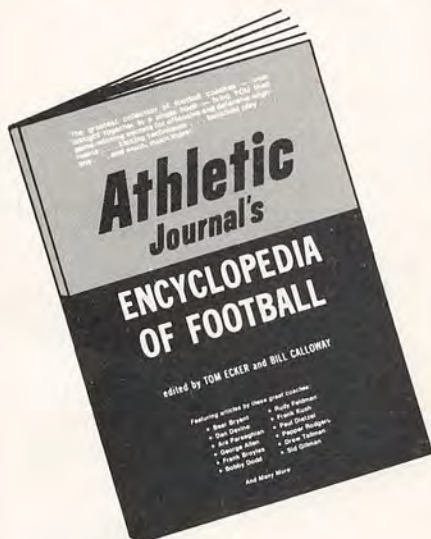


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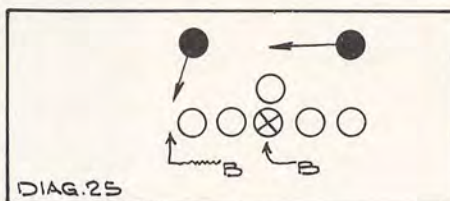
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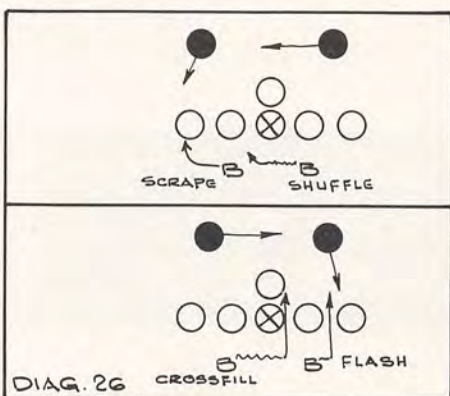
(Continued from page 22)

flash-shuffle pattern by the other linebacker (Diagram 26).

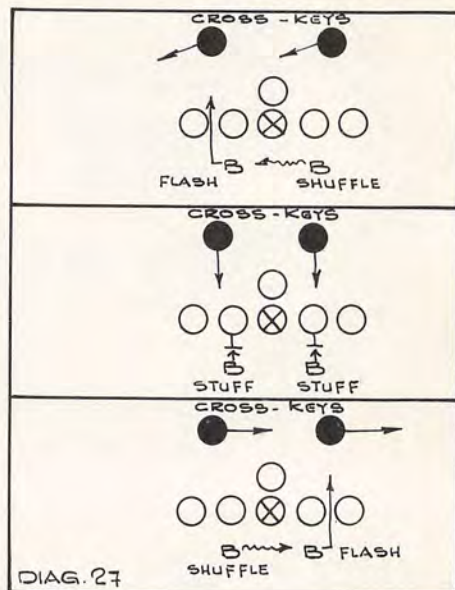


Three phase patterns for both inside linebackers are illustrated in Diagram 27. Both linebackers are in patterns described as flash-stuff-shuffle.

The combinations of inside linebacker pursuit patterns afford almost endless



possibilities in altering a defensive base to prepare for a given offense. **AM**



John Durham is a graduate of Annapolis and served for eleven years as football coach and athletic director at Bradford, Pennsylvania Area High School, where he was successful in converting a losing program into a 64-35-8 record. 1976 marked his first season as head football coach at Keystone Oaks High School.

Training Systems

(Continued from page 16)

system we refer to as *quarter pace fall-off* could be used. While five or six individuals are running 75 second quarters, one runner falls off the pace and jogs or hops in place until the pack is 330 yards or more ahead of him. On command, this runner accelerates to catch the pack, then returns to the 75 second quarter pace until all the runners in the pack have played catch-up at least once.

A third system combining a balance of aerobic and anaerobic work can also be used. We call this system the *two-minute warning*. The runners begin with ten minutes of controlled, steady running. After ten minutes they run for two minutes at a speed somewhat greater than race pace. Next, they run eight minutes, followed by two minutes fast, then six minutes steady, followed by two more fast and so on down the line. When the runners get to two slow and two fast, they work their way back up to the ten minute mark thus completing the training funnel.

In essence, if the cross-country coach builds a wide base of cardiovascular conditioning for the runners to peak upon, it is doubtful that the multi-sport athlete will suffer the ill effects of physiological and psychological staleness that many encounter as a result of trying to do too much too soon. **AM**

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- DeLoss Dodds, "Middle Distance, Distance, and Cross-Country Running," presented at Iowa State Track Coaches Clinic (January, 1977).
- William Bowerman, *Coaching Track and Field* (Boston, 1974), p. 41.
- Fred Wilt, *Run, Run, Run* (Los Altos, 1964), p. 115.
- Hal Gidgon, "Thoughts from the Coach of Coaches, Arthur Lydiard," *Runners World*, 12:8 (August, 1977).
- Wilt, p. 231.
- Kenneth Doherty, *Track and Field Omnibook* (Los Altos, 1976), p. 371.

From Here and There

(Continued from page 4)

ing from college for the 13 members of Nebraska football staff was 1959 or, looking at it another way, each member has approximately 19 years of coaching experience. **AM**

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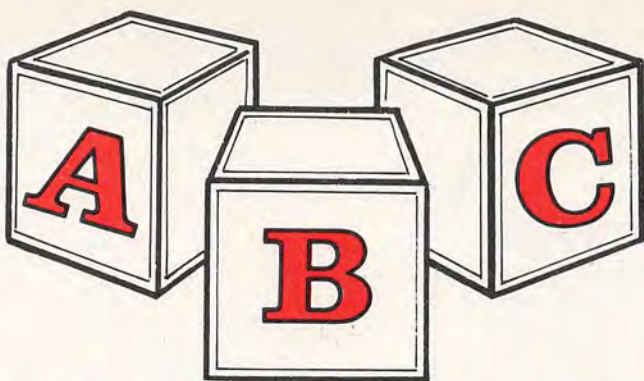
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BLOCKING

By **ALLEN HEWINS**
Former Assistant Football Coach,
Eastern Montana College,
Billings, Montana



WE are dedicated to the triple option as the basis of our offensive attack. We strive for simplicity and believe that we can defeat any defense with adjustments that we can make on our option play. We have only four complementary running plays, which means we must make all of our plays work against every defense we face. To do this we have had to design a versatile system of blocking schemes for the offensive line that enables them to make adjustments quickly and accurately. Since we are striving for simplicity we wanted to reduce memorization of rules and analysis of formations by the offensive linemen to a minimum. What we chose is a method of block calling we call *ABC* blocking.

ABC blocking is a zone principle that can be modified to fit any offense. It may seem complicated at first, but the terminology is the only obstacle for the novice lineman. Once he learns it, he can play any position on the line without learning new rules. He has a block call that allows him to be 100 per cent sure of his assignment on every play. This allows him to be more aggressive off the ball because he does not have to think or analyze. Look the system over and try to adapt it to your particular offense. The results will be worth the time and effort.

The Basics of ABC Blocking

When a person reads, he reads from left to right. When we call a block, we designate it in the same manner: *A* is left; *B* is straight ahead; and *C* is right (Diagram 1).

These calls are zone calls and indicate the direction we want the lineman to block. Thus, an *A* block tells our lineman to block to his left. A *B* block tells him to go straight ahead, and a *C* block tells him to block right. There may be some overlapping in our calls. For instance, an *A* call and a *B* call may result in the lineman blocking the same player. This results from our rule designating the *B* block. We do not want to leave a man unblocked, so we enlarge the *B* area to include anyone shoulder-to-shoulder on an offensive lineman. This is illustrated in Diagram 2.



Thus, if a player is on the inside or outside shoulder of a man we will block him with a *B* call. We may also pick him up on an *A* or *C* call. In Diagram 3, the *A* and *B* calls will result in the same man being blocked while in Diagram 4, the *B* and *C* calls will result in the same man being blocked.

To call our blocks, we give a call for the right side of the line followed by a call for the left side of the line. The call is given in the huddle by the quarter-



back if the play and blocking call has been sent in by the coach. Otherwise, the captain of the line will make the call in the huddle. We always call the right side of the line first and the left side second. Our center always blocks the backside call (the side away from the ball). Diagram 5 shows an example of a typical blocking call on a running play to the right side against a 5-2 defense. The call is *AB*, meaning the right side blocks *A* and the left side blocks *B*. Our tight end blocks the call unless it is an option play on which he will release downfield.

Note the double team that results between the center and right guard. We do not call any double team that results in this manner. It is a result of a team call and will only occur at the center-guard junction. Double-team calls at the other places along the line will be discussed later in this article.



Remember, the important rules of our call system are: 1) The call indicates a direction and not a man to be blocked; 2) The right side always blocks the first call; 3) The left side always blocks the second call; 4) The center always blocks the backside call.

Individual Calls

The above rules will cover many situations we encounter. However, there are situations in which we need a special technique by one or two linemen that a team call will not give us. To do this we have integrated individual calls into our scheme. Diagram 6 shows how we number our offensive linemen. This allows us to call individual calls by number. Our calls are as follows:

5 3 1 0 2 4 6

DIAG. 6

Red is a double team or co-op block and is used to overpower an opponent or to pick up stunts by two stacked defenders (Diagram 7).



X is a cross block and is performed by two adjacent linemen in an effort to open a horizontal hole along the line for the back to run through (Diagram 8).

Fold is a call where two adjacent linemen perform a block to seal off an outside running lane. The outside lineman comes down the line to perform a shoulder drive on a down lineman with the inside man sliding behind and outside the lineman to seal a linebacker (Diagram 9).



Seal is very similar to the fold except the inside man kicks out on a defender on the line of scrimmage and the outside lineman slides behind the kickout to seal off a linebacker to form an inside

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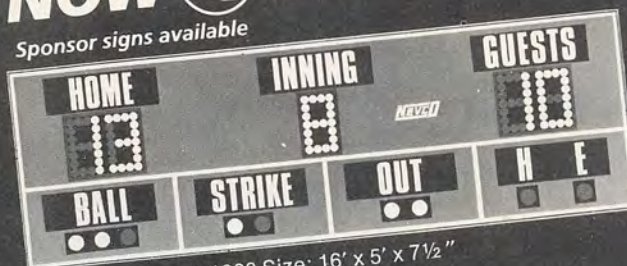


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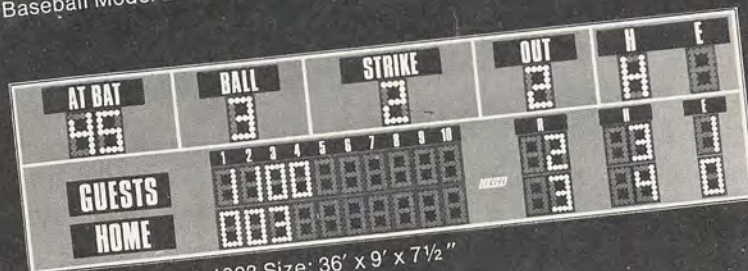
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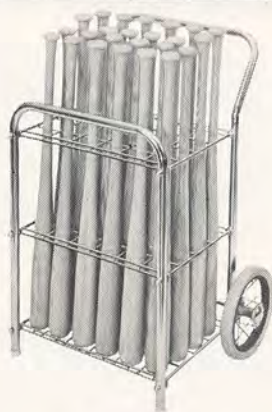
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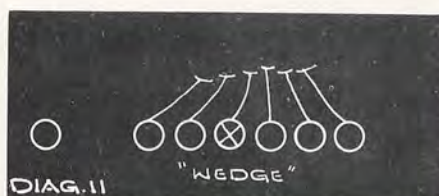
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running lane (Diagram 10).

Wedge is a short yardage team technique where a lineman is designated as an apex man with the rest of the offensive linemen closing in towards him shoulder-to-shoulder to push the line of scrimmage forward at one point (Diagram 11).

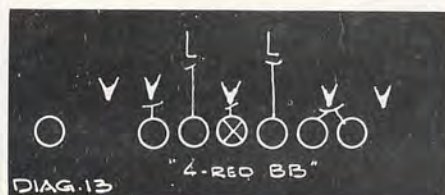


Split is an isolation block used on a lead play to isolate a linebacker for a block by the lead back (Diagram 12).



We call an individual block by designating the lineman by number and the individual call before the team call is given. An example is shown in Diagram 13. The call is 4-red BB and in this case is against a 5-2 defense.

Our four man (right tackle) is called



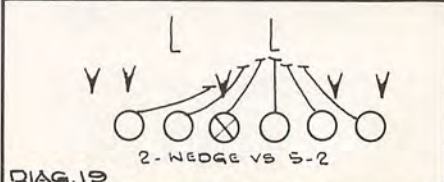
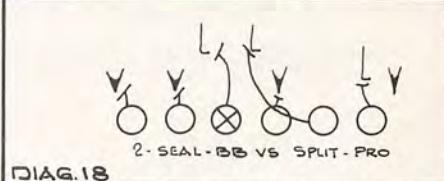
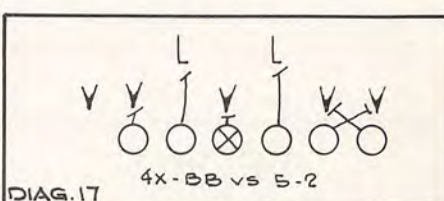
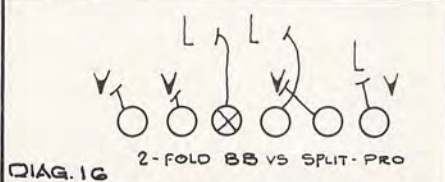
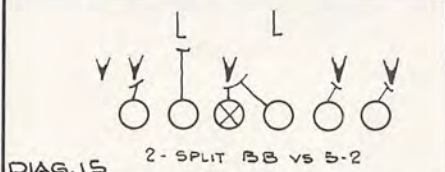
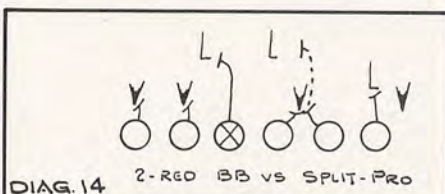
on a double team. The rule states that the individual called always works with the man on his outside. Thus, the tight end knows he will be the other man on the double team. The rest of the line is not involved in the call, so they block the regular team block.

Examples of other individual calls are given in Diagrams 14-19. In all instances the ball will be going to the right side. Diagrams 14, 16 and 18 are against a split pro defense and the calls are: 2-red BB (Diagram 14); 2-fold BB (Diagram 16); and 2-seal BB (Diagram 18). The three odd number diagrams are against a 5-2 defense and the calls are: 2-split BB (Diagram 15); 4X-BB (Diagram 17); and 2-wedge (Diagram 19).

Check-Off System

One problem that occurs with calling the block in the huddle is that a different defense than anticipated will require a check-off at the line. We have simplified our check-off system so that the playside guard needs only to see where the man over him (on or off the line) is and call accordingly. The calls are as follows: 1) If the defender is in the gap or a 1 technique, call A for the playside; 2) If the defender is in a 2 technique, call B for the playside; 3) If the defender is in a 3 technique, call 2-red B for the playside. The backside always blocks B when we check off at the line.

ABC blocking has eliminated many problems for us on the offensive line. We can be sure that our linemen know their blocking assignments on each play and they are not burdened with complex analysis of formations or memorization of rules. Our linemen believe in our system and think in terms of ABC blocking rules and this has enabled us to be an aggressive unit. **Ad**



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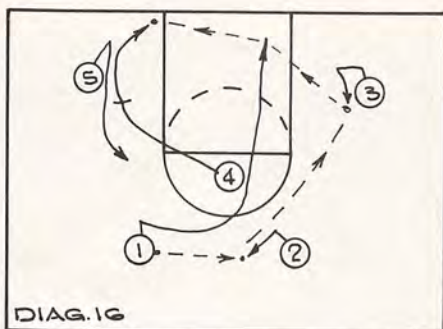
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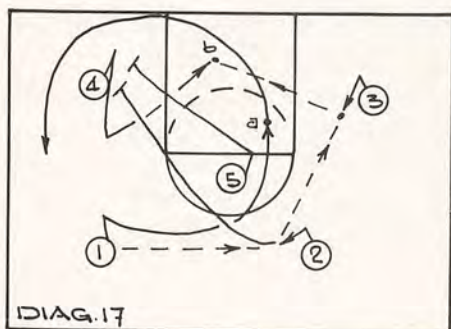
(Continued from page 40)

closely off of O5. O3 passes to O1 if he is open (a). After O1 cuts by O5, he screens opposite the ball for the weakside forward, O4. O3 feeds O4 after he cuts off of O5's screen (b).

Using a shuffle cut (Diagram 16), O1 feeds laterally to O2 and then cuts off the high post player, O4. O2 punches the ball to O3 who in turn hits O1 on his shuffle cut. If O1 is not open for a shot after screening the ball, he looks for O4 who has set a pick and roll away from the ball.

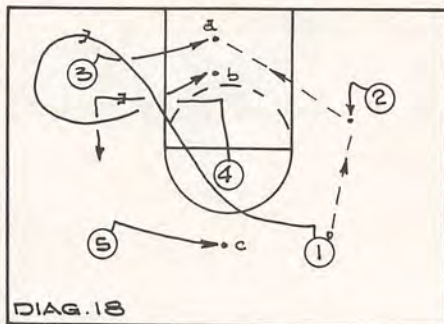


The play shown in Diagram 17 is a double screen for the weak forward run from the 2-1-2 shuffle offense. O1 passes laterally to O2 and then cuts on a shuffle move off the high post player, O5. If O1 were open, O3 would feed him (a). O5 in the meantime, along with the strong guard, O2, set diagonal screens for the weakside forward, O4, who cuts off the double screen to get a pass from O3 for the shot (b).

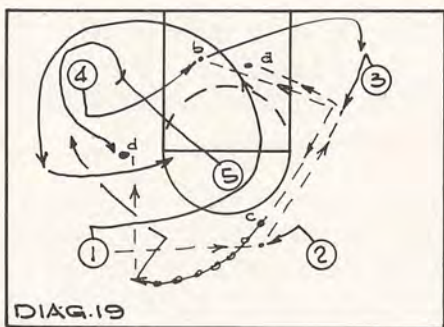


In Diagram 18, O1 feeds O2 in the strongside forward position. O1 screens diagonally for O3 in the weakside front position and O2 passes to O3 for the shot (a). If O3 is not open, he clears and O4 delays briefly and sets a screen for O1 who slips around outside O4 to take the pass from O2 (b). If neither O3 nor O1 are open, O2 passes the ball out to O5 (c).

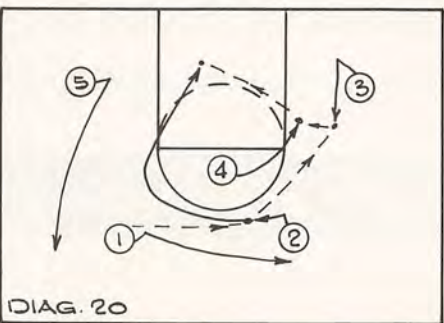
Diagram 19 shows a 2-1-2 shuffle



offense with the reversal of the ball ending up in a weakside split-the-post action. O1 passes laterally to O2 and O2 in turn passes to the strongside forward, O3. O1 cuts off the high post and if he is open, he will receive the ball (a). O5, after O1 clears, picks for the weakside forward, O4, to whom O3 can pass the ball (b). If no play results, O3 passes the ball out to O2 who dribbles to the weak side (c). O5 takes a post position and O2 passes the ball into him. O1, who has completed his circular move, now cuts first off of O5 while O2 makes the secondary cut on the split-the-post action. O5 can feed O2 or O1 (d) or fake the feed and reverse with the ball for a scoring attempt himself.

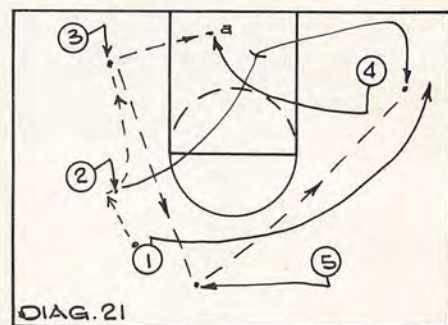


Against a sloughing defense, the play shown in Diagram 20 was consistently good. It involved a lateral exchange by the guards and a longitudinal pass inside with the post rolling low. O1 fed O2 who rapidly fed O3 and then O4. After

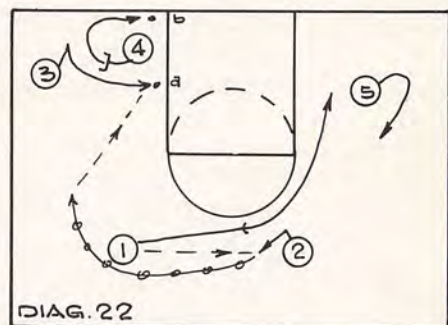


delivering the ball to O3, O2 cut very hard to the weak side to take the pass for a lay-up on the side away from the slough to the ball. O5 cleared and served as an outlet player.

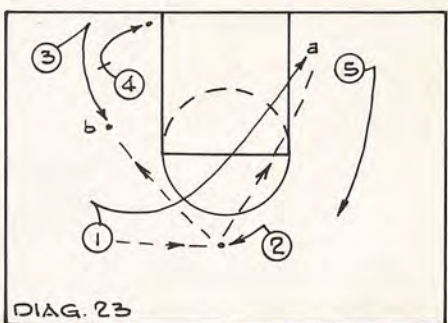
In Diagram 21, O1, O2 and O3 overload the left side. O1 passes to O2, who in turn passes to O3 in the strongside corner. After feeding O3, O2 sets a diagonal pick for the weakside corner player, O4, to whom O3 passes the ball for a shot (a). If no play results from this move, O3 passes the ball back to O5 who has exchanged with O1. O5 now delivers the ball to O2 and O1 and O2 execute a two-man weakside play.



The guards execute a dribble exchange (Diagram 22) and the post player, O4, screens for O3. O3, after cutting around the screen, is fed the ball by O2 for a play underneath. O3 shoots if free (a), or dumps the ball down to O4 on the roll (b).

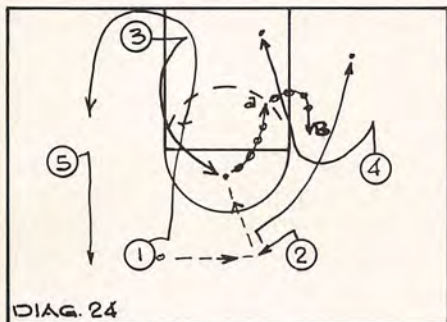


On a lateral ball exchange (Diagram 23), O1 feeds O2 and then cuts diagonally to the basket for a return pass (a). If O1 is not open, the low post



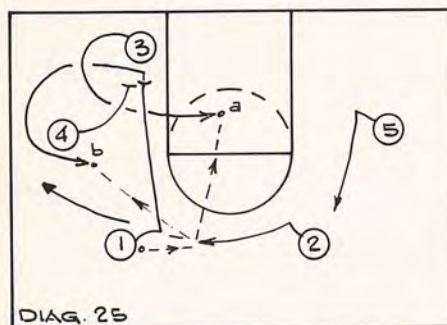
man O4 picks for the weakside forward, O3, and O2 passes to O3 (b). After setting his screen, O4 rolls and if free gets a dump down pass from O3.

In Diagram 24, the weakside guard screens low for the low post. O1 passes laterally to O2 and then screens deep, longitudinally for the low post man, O3. O2 delivers the ball to O3 for the shot (a) or O3 ceases his dribble and pivots on the opposite medium post position, setting up a split-the-post situation with O4 and O2 scissoring and O3 has the option to feed either cutter (b).



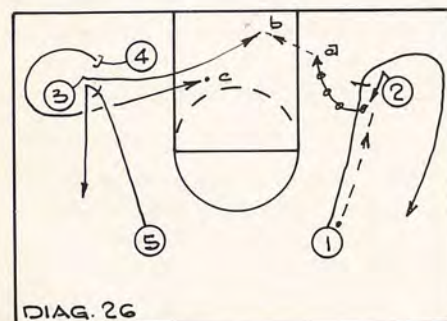
DIAG. 24

O1 passes to O2 (Diagram 25), and then along with O4, sets a double longitudinal screen for the low post player, O3. O3 circles around the double screen to receive the pass from O2 (a). O3 takes the shot, if possible, and in the event the possibility does not materialize, O1 makes a secondary cut to take the pass (b). O2 then executes a two-man play with O1.



DIAG. 25

Diagrams 26 and 27 show a 3 in-2 out continuity offense. In the first case, the strong guard O1 punches the ball in to



DIAG. 26

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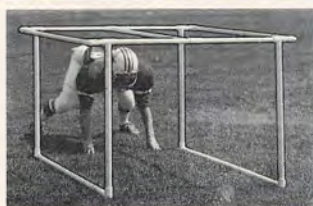


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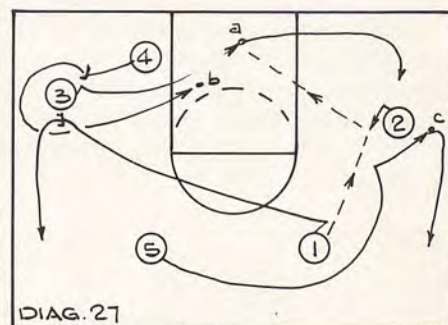
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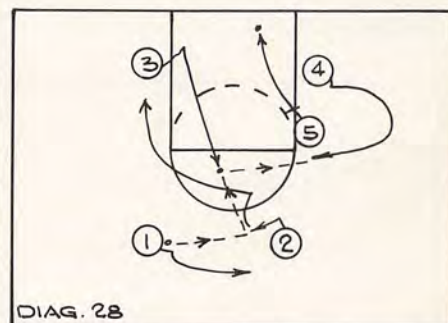
the strong forward, O2, and then sets an inside screen for O2 who drives around the screen for a shot (a). His second option is to feed O3 who has been freed by O4's pick (b). The weakside guard, O5, in the interim sets a longitudinal screen opposite the ball and the post player, O4, whips around the screen for the third option (c). If no play is completed, O1 and O5 retreat to the rear court area and the big men, O2 and O3, exchange sides while O4 moves back into the low post slot.

In Diagram 27, the strong guard, O1, again feeds the strong forward, O2, but this time he cuts diagonally away from the ball. The low post player, O4, picks for the weakside forward, O3, on the opposite side of ball penetration. O2 looks to feed O3 at (a). If O3 is covered, O4 belatedly cuts off of O1's diagonal screen and O2 feeds him at (b). O5, the weakside guard, moves to the outside of O2 to offer a possible third choice (c). If no play results, O1 and O5 retreat while O2 and O3 exchange sides and O4 rolls

low into the post. This operation enables the three big inside players to exchange on these lateral screens. If the defense jams in close to the basket, O1 and O5 are outlets for medium range shots.



The next two plays are run from a single stack formation. In Diagram 28, the stack is to the right and on the guard crossing and the linked diagonal cut to the weak side, the action from the stack is delayed. Guard O1 feeds O2 and follows his pass. Guard O2 punches a diagonal pass to the weakside forward, O3, and then cuts to O3's outside. On the exchange from O2 to O3, O4 times his cut off of O5, getting the pass from O3 and taking the shot over O5. If a switch occurs on this stack move, O5 rolls low and O3 dumps the ball to him underneath the basket.



In Diagram 29, the stack is set to the left and the inside player, O2, cuts around O4 to receive the pass from O1. After O1 feeds O2, O1 sets a diagonal screen for the weakside forward, O3, to whom O2 delivers the ball for a shot (a). If this opportunity is not available, O2 ships the ball out to O5 who sets up a

(Continued on page 53)

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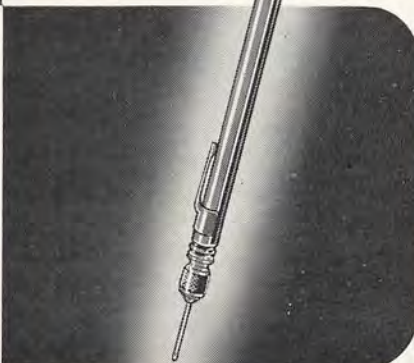


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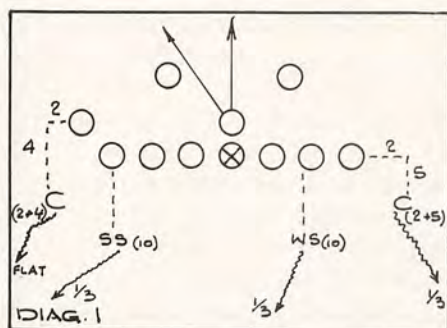
Multiple Pass Coverages From a Four Deep Secondary

By **BOB ORAVITZ**
Former Head Defensive Coach,
Pennsylvania Rough Riders

In today's highly sophisticated era of offensive football, defense is still the name of the game. As more teams begin to shift and also use motion on the same play, the secondary must be prepared to defend any kind of offensive look at the snap of the ball.

A four-deep secondary is almost a must in defending the multiple offensive sets that are seen today. With four deep, the defense can play a number of different coverages. Adjustments to motion or shifts can be easily handled.

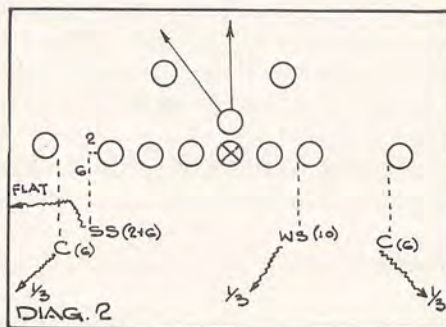
Cover #1 (regular rotation) — corner force — is shown in Diagram 1. Against a tight formation such as a tight slot, wing, power I or full house T, the corner has contain plus flat pass coverage. In the coverage shown in Diagram 1, the quarterback sprints to the defensive left or drops straight back and rotation is then to the left. The left corner covers the short flat, looking for the wing, tight end, or back out of the backfield. He ad-



justs his depth to the receiver in his area. The strong safety covers the deep one-third outside and plays the receiver once he comes into his zone. The weak safety covers the deep middle one-third and he should not allow anyone on the field to get behind him. The right corner covers the deep one-third outside and plays deep enough so that the tight end on a crossing pattern will not get behind him. He should check back for a swing pattern out of the backfield. The offside flat would be covered with either the

defensive end or the inside linebacker depending on the defense called.

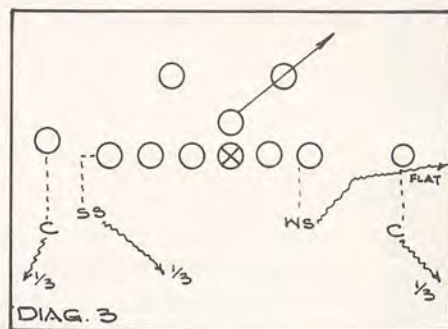
Cover #1 against a pro set — safety force — is shown in Diagram 2. Against a wide out, the corner must go out and play him. If he lines up split ten yards or more, there will be safety support. The corner lines up six yards deep on the inside shoulder of the split wide receiver. The safety will have flat coverage since the corner is out too far to contain. Our corner makes a *sam* call to the safety for safety support. The left corner gives deep one-third coverage to the outside. The strong safety comes up for contain and levels off into the flat once he has read pass. The weak safety offers middle one-third deep coverage, and the right corner gives deep one-third coverage to the outside. Once again, the flat area to the split end side would be covered by the defensive end or inside linebacker depending on the defense called.



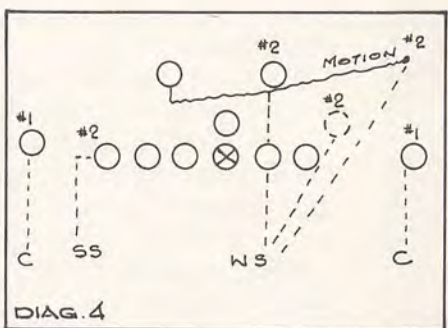
Cover #1 against a sprint to the split end side is shown in Diagram 3. If the sprint or roll of the quarterback is to the split end side, the coverage would be as follows: the right corner — deep one-third outside coverage; the weak safety

checks for the sweep and option, and covers flat area; the strong safety — middle one-third deep coverage; and the left corner — deep one-third outside coverage.

The four-deep secondary can adjust very easily to motion, spreads, or flood formation.



Against a formation with four quick receivers such as that shown in Diagram 4, there are a number of options: 1) The defense can still rotate to a three-deep depending on the movement of the quarterback; 2) The defense can drop off into a four-deep zone coverage; 3) The defense can play all wide receivers man-for-man.



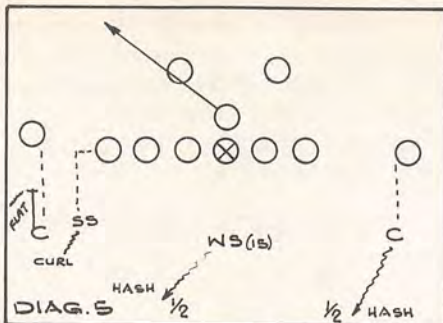
In cover #2, man-for-man coverage, the corners play the widest outside receiver to their side, man-for-man. The safeties play the second receiver from the outside man-for-man. This can be a tight end, slotback, man in motion, or back out of the backfield. If a team goes to a shot gun or removes all backs from the deep backfield set, the defense could go to cover #4, which is a four-deep straight across zone. Underneath will be covered by the linebackers and

In his 15 years of coaching, Bob Oravitz served as head coach at Lourdes High School, Shamokin, Pa., North Schuylkill High School, Ashland, Pa., and head defensive coach of the Pennsylvania Rough Riders, Sunbury, Pa. His record was 87-51-6 and he had eleven winning seasons out of fourteen as a high school coach. Since writing this article, Oravitz was fatally injured in an automobile accident upon returning from a game.

possibly an end.

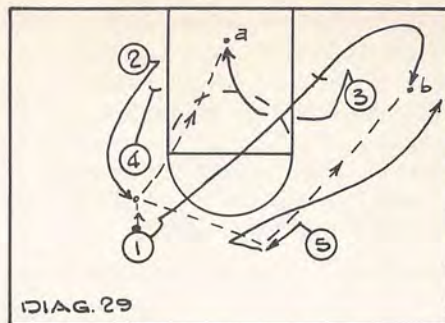
When playing man-for-man coverage, there are a number of options as to how to play the weak safety: 1) He can be assigned the back out of the backfield to the weak side; 2) He can play as a free safety and help out deep in the middle zone; 3) The weakside safety or free safety can double on an outstanding split end; 4) The weakside safety or free safety can be involved in a stunt or safety blitz.

Cover #3 — double contain — is shown in Diagram 5. The newest scheme of coverage involves a two-deep coverage. Originally, this was added to stop the triple option and it was discovered that it had an additional plus in that it confused the read of the quarterback for his pass offense. Double contain means both the corner and the safety have short zone coverage while the other safety and corner rotate to a two-deep, one-half the field coverage. The left corner comes up, jams the flanker and looks for the option (pitch). If he reads pass, he covers the flat area. He looks first for the flanker on a short out; second for the tight end; and third for a back out. The strong safety



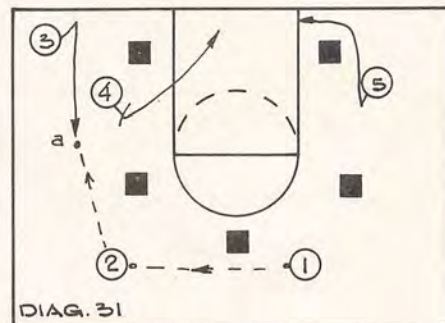
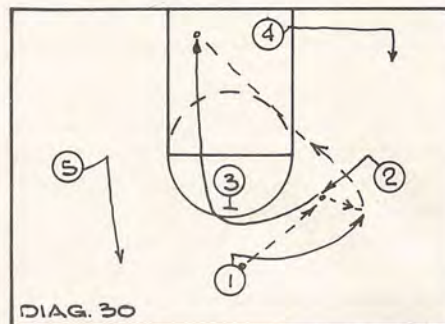
first looks for the option; if he reads pass, he takes away the inside route of the wide receiver and then takes away the dump pass to the tight end, and then he settles in the curl area. The weak safety lines up 13 to 15 yards deep. He covers one-half the field with the right corner. The right corner sprints to the deep one half. He should keep a relative hash distance between himself and the weak safety.

Shifting or motion is not a problem. When the ball is snapped, motion simply creates a new formation as if this man was placed there without motion. The motion man is treated as a slotback or wide receiver, just as if he had lined up in this position when the team broke the huddle. **AM**



a good shooter, cuts off of O4 to receive O2's pass. O3 then shoots over the top and O4 and O5 drive hard for the rebound.

Another team used the play shown in Diagram 32 to attack the 1-2-2 zone. O1



1977-'78 Basketball Offense

(Continued from page 50)

two-man weakside play with O1 (b).

In the 1-3-1 formation (Diagram 30), the point man O1 feeds the right wing, O2, and then follows his pass to get a return pass. O2, after returning the ball to O1, makes a long cut around the high post man, O3. O4 clears and O5 retreats

to offer balance. O1 then returns the ball to O2 on the give-and-go move.

One team used a 2 out-3 in formation to attack the 1-2-2 zone (Diagram 31). O1 makes a lateral pass to O2. O4 has stationed himself in front of the left rear defensive player in the zone. O3, who is

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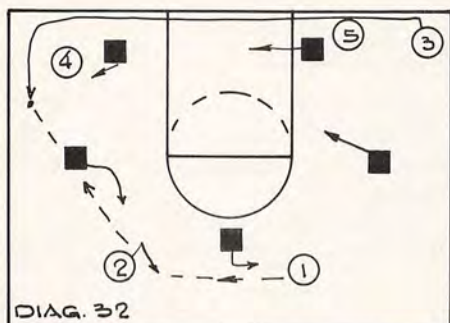
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ships the ball laterally to O2 as O3, the weakside forward, goes baseline to the side of the ball for an overload. O4 obscures the rear left defender from covering O3. O3, an excellent jump shooter, takes the pass in the corner and shoots over the top of O4. O4 and O5 handle the rebound duties.



O1 and O2, who are good ball handlers and perimeter shooters, align outside to straddle the front man in the 1-2-2 zone (Diagram 33). O3 is a big, versatile inside player and can overload on either side. O1 passes to O2 who hits O3 at the free throw line and O3 will take the shot if he is open. O4 and O5 are good corner shooters as well as rebounders. On occasions, O3 would line

up low on either side of the lane and would break out to get passes at the foul line. The object of the triangular movement and the across move from the overload was to establish numerical advantage over the two rear line defenders.

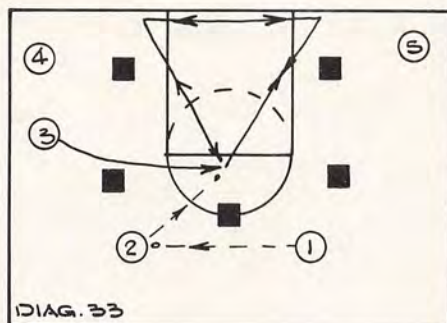
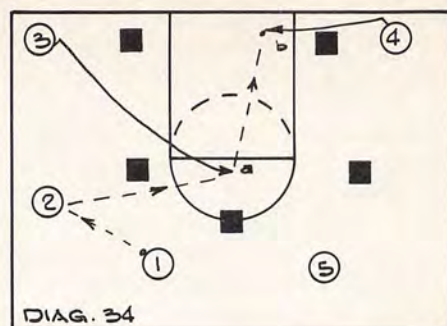
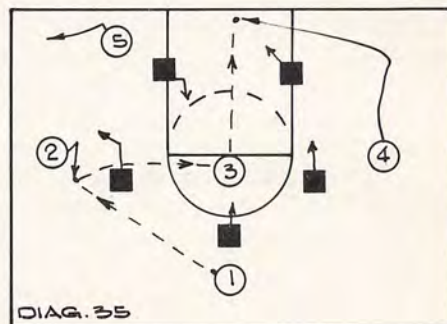


Diagram 34 shows an overload to left as a means of attacking the 1-2-2 zone. O1 feeds the wing player, O2, on the overload side. O3 flashes to the high post and O2 feeds O3 for a shot (a). O4, the weakside corner player, runs baseline and O3 feeds O4 (b) in the event O3 is challenged by either rear defender.

In Diagram 35, the point man, O1, fakes a pass to O4 on the right wing and then hits the left wing, O2. O2 whips the



ball to O3 on the high post. O3 turns and shoots if he is open. Meanwhile, O4, from his weakside wing position, goes baseline and O3 feeds him behind the rear right defender. If the left rear defender moves out on O3, O3 will pass to O5 for a shot underneath.



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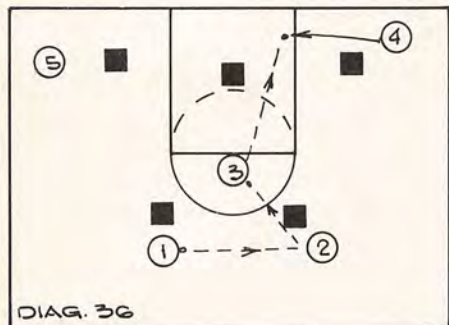
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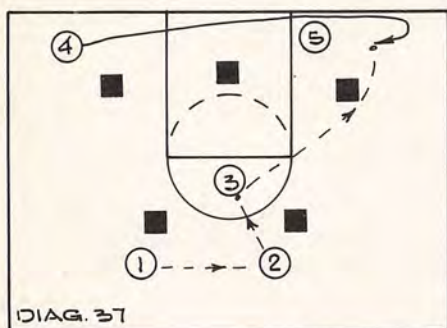
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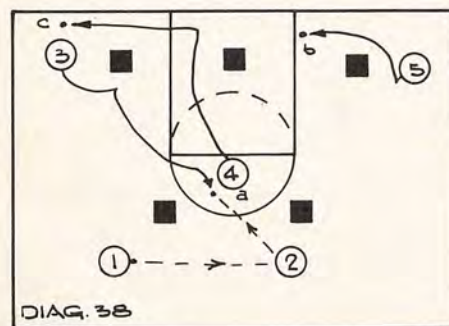
The 2-1-2 attack (Diagram 36) was well handled against the 2-3 zone. O1 passes laterally to O2 who in turn passes to O3 at the high post. If O3 is open, he will take the shot; otherwise, he will hit the strong forward, O4, who is going baseline. This entire maneuver puts considerable pressure on the middle rear defender.



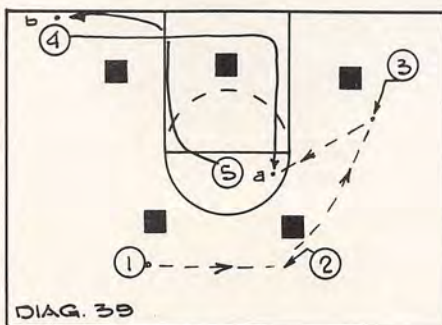
Again in attacking the 2-3 zone (Diagram 37), O1 starts the move by passing to O2 who again hits O3 at the high post. The weakside forward, O4, cuts baseline around the strong forward and takes the pass from O3 for a shot over O5. After the shot, O3 covers the left side and O5 the middle for rebound purposes.



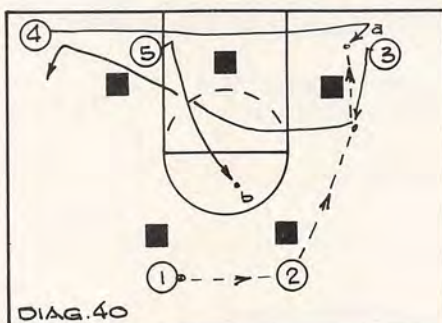
In Diagram 38, O1 and O2 make a lateral exchange outside and while this is taking place O3, the weakside forward, flashes to the high post to receive the pass from O2. O3 shoots (a) or looks for the weakside forward O5 who is going baseline (b) or looks for O4 who has rolled low and then moved to the corner (c).



A move against the 2-3 zone from the 2-1-2 offensive set is shown in Diagram 39. O1 makes a lateral ball exchange to O2 who immediately passes in to the strongside forward, O3. The weakside forward, O4, runs baseline and then flashes to the high post position where he takes the pass from O3. If he is open, O4 takes the shot (a) or else looks for O5 who has moved over to occupy the free corner (b).

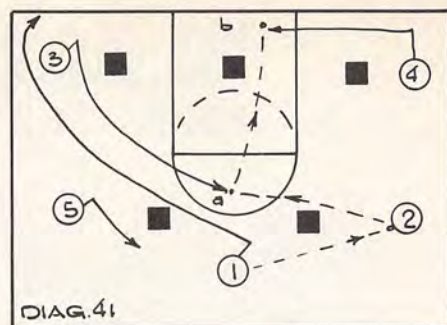


From a 3 in-2 out set, one team had repeated success against the 2-3 zone (Diagram 40). O1 passes to O2 who feeds O3 moving out from the strong corner. The weakside forward, O4, overloads in the corner vacated by O3 and O3 feeds O4 for the shot (a). If slides by the defense negate the pass to O4, O5 cuts high from the low post position and O3 feeds O5 for the shot (b).

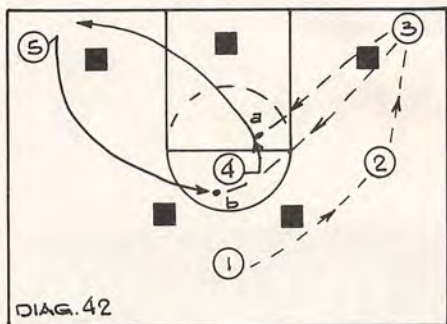


In Diagram 41, a 3 out-2 in move against the 2-3 zone is shown. O1 at the point feeds O2 and then O1 cuts diagonally away from his pass and replaces O3 who cuts to take the pass from O2. In the meantime, the strongside forward, O4, delays and runs the baseline. O3 can shoot from the free throw line (a) or feed O4 underneath (b). This places a heavy burden on the middle rear defensive player. O5 now assumes the point and if no play results, O3 and O4 exchange corners. O1 clears to an outside wing and play commences again.

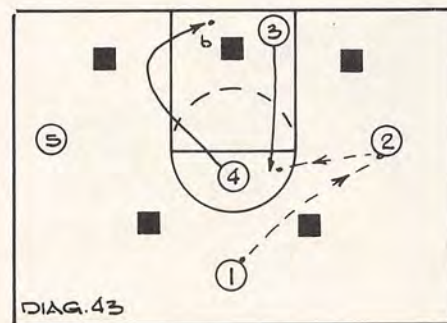
One team used a strongside overload with a high post and weakside forward rotation to combat the 2-3 zone



(Diagram 42). O2 and O3 overload to the right and O1 assumes the point with the ball. O1 passes to O2 who can shoot or feed O3 in the corner. O3 then can shoot if he is open. If the defense slides to cover O2 and O3, the high post player, O4, starts his roll low and gets a quick pass from O3 (a). If such a play cannot be made, the weakside forward, O5, flashes high to receive from O3 for the shot (b). The rotation can be directed alternately to either the left or right.



The next three diagrams are 1-3-1 offensive moves against the 2-3 zone. In Diagram 43, the point player, O1, hits the right wing, O2. The low post man, O3, flashes high and the high post man, O4, rolls low. O2 hits O3 who shoots (a) or else dumps the ball down to O4 rolling low (b).



In Diagram 44, the opening pass again goes to O2 while O4 rolls low and O3, the baseline player, flashes high. O2 hits O3 at the high post and O3 takes the shot if open (a). If the rear middle defender challenges O3, O3 will dump the ball inside to O4 (b).

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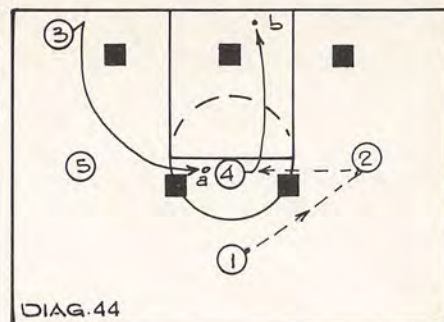
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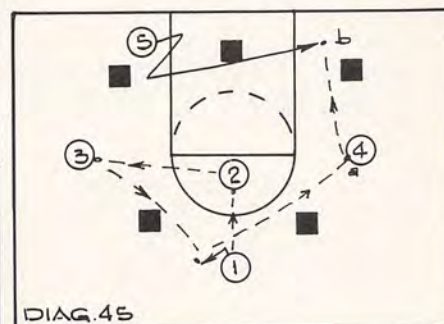
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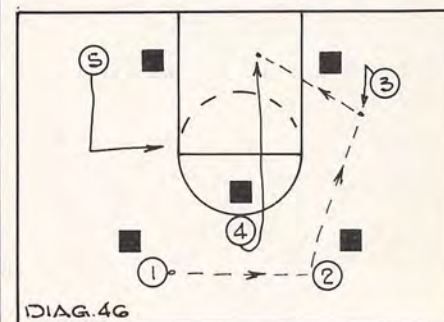
DIAG. 44

In Diagram 45, O1, from his point position, hits the high post player, O2, who rapidly delivers the ball to O3 on the left wing. O3 promptly ships the ball back to the point who hits O4 for a shot from the weakside wing spot (a). If O4 is challenged, he looks for O5 running baseline to the side of the ball. O4 feeds O5 for an underneath shot (b). If no play resulted, the ball would be shipped back out and reversed to O3 for a weakside shot. O5 would still go baseline to the side of the ball.



DIAG. 45

A 2-1-2 offensive move against the 2-1-2 zone is shown in Diagram 46. O1 starts the action by passing laterally to O2 who in turn makes a sideline pass to the strongside forward, O3. O4 rolls low and O3 feeds O4 for an underneath shot. If the middle player in the zone retreats, O3 whips the ball to O5 flashing high. O5 shoots if he is open and O4 and O3 provide rebounding strength.

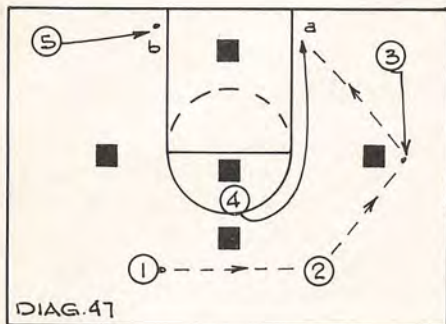


DIAG. 46

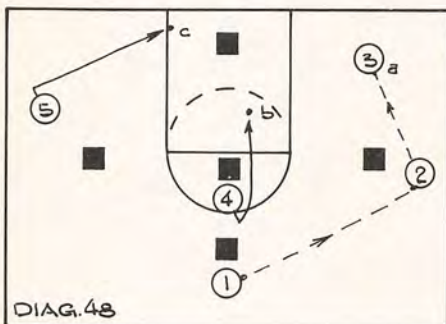
Against a 1-3-1 zone (Diagram 47), the guards position themselves so that they are straddling the point defender. O1 feeds O2 and O3 comes out to meet the

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pass from O2. On the pass from O2, the high post player, O4, rolls low and O3 hits him and he takes the shot if he is open (a). If the rear defender slides to cover O4, he looks for the baseline move of the weakside forward, O5, and feeds him underneath (b).



One team used the 1-3-1 overload right to attack the 1-3-1 zone (Diagram 48). O2 and O3 overload the right side and O1's initial pass is to O2 who promptly passes to O3. O3 shoots if he is open (a). O4 rolls low for a pass from O3 if the baseline defender covers the corner (b). If the defense slides to cover O4 with the middle or rear court defensive players, O4 will dump the ball to O5 going baseline (c).



The next three moves shown in Diagrams 49-51 are against the box-and-one. In Diagram 49, the offense lines up in a box alignment with the big post players, O4 and O5, in the double low post spots. The other two players line up as the outside men and O3, who is being played man-for-man, starts from the right inside wing. O1 and O2 execute a ball exchange and O3 cuts his man off of O4 for a pass underneath and the shot (a). If he is not free, he circles in front of the other low post player and gets a pass (b). The outside players continue exchanging the ball and sides as the player who is being played man-for-man keeps operating in figure-eight style around the low post men. The low post men exchanged sides frequently and were also open for numerous free shots.

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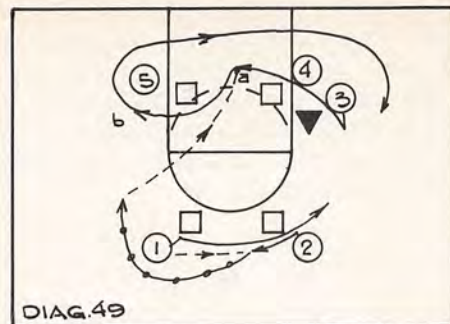


GOTCHA Bags has added a new mini-special bag to its line of quality sports bags. These bags are ideal for the active racquetball enthusiast, to carry gym clothes and shoes, and for any active person who needs a small bag for carrying clothes and equipment. The bags are 10" by 7", are available in gold and blue, and sell for under \$10.00. The handles are of strong nylon webbing and the self-repairing zipper is rust-proof. Gotcha Bags, 424-C Umbarger Rd., San Jose, CA 95111.

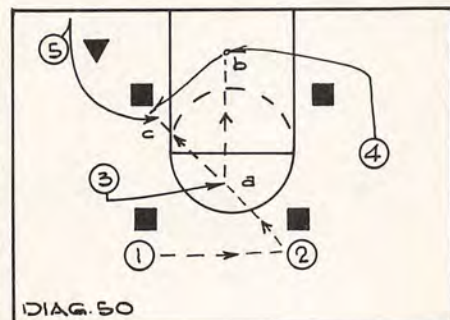
THIS self-contained portable starting system eliminates the need for a starting gun and public address system at swim meets or bicycle races. The unit serves as a public address system to call a race and give instructions. A loud beep that starts the race can also call competitors back for a false start. A strobe which flashes simultaneously with the beep enables officials and spectators to start their stopwatches more accurately. The system has a fiberglass case, combination microphone-starter, connections for harness and underwater mounted speakers and built-in charger and meter. King Systems, Inc., P.O. Box 50476, Nashville, TN 37205.



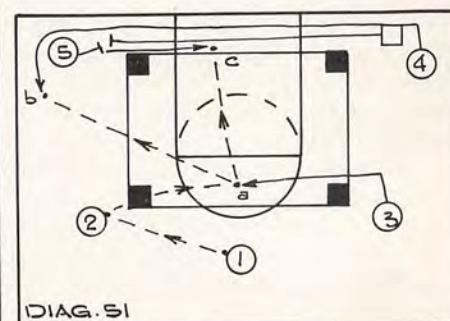
DESIGNED especially for the Mach 1 Module, Marcy's new Hi-Lo Pulley Accessory with padded leather ankle strap makes the Mach 1 a complete home conditioning center. Easily bolted and instantly adjustable, the Hi-Lo Pulley offers dozens of additional sports movements and exercises. Included with every Mach 1 is a specially prepared health fitness booklet that features different exercise programs for men, women and children in various age groups, nutrition guide, charts and coupons. Marcy Fitness Products, 1736 Standard Ave., Glendale, CA 91201.



In Diagram 50, O5 is being played man-for-man and the other four players aligned as shown. O5 attempts to isolate his opponent in the corner. O1 starts the action with a lateral pass to O2 as the weakside wing player, O3, cuts to the top of the key to take the pass from O2. O3 shoots (a) or feeds O4 cutting underneath (b). If O3 does not have a shot and O4 is not free, O4 continues and screens the left deep defender. O5 then cuts over O4 for a shot or the drive (c). If no play results, O5 aligns on the right while O1 and O2 remain outside and O3 and O4 exchange sides and the play is repeated from the opposite side. If the front line of the zone sags, O1 or O2 will take a set shot from the top of the key.

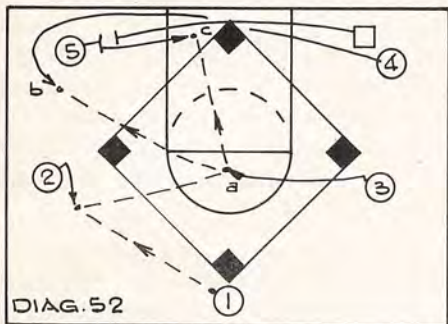


In Diagram 51, the box-and-one is attacked with a 3-2 set. The player being played man-for-man isolates in the right corner. The ball goes from the point player O1 to O2 and the weakside wing, O3, cuts to the free throw line. O2 feeds O3 who shoots if open (a). As O3 meets the ball at the line, O4 circles underneath and rubs his defender off on O5 who sets a lateral pick. O3 can feed O4

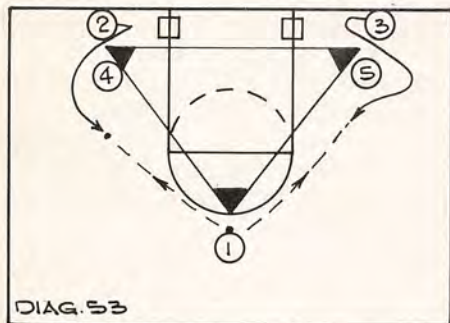


for a shot (b) or else dump the ball down to O5 who runs baseline after setting the screen (c).

Diagram 52 shows a 3 out-2 in attack against the diamond-and-one and the alignment and movement of players and ball are identical to the operation shown against the box-and-one. The free throw line area is first attacked and this is followed by moves to free the good shooter, O4, or ultimately O5 underneath.



One team attacked the triangle-and-two with a double stack (Diagram 53). The two players being played man-for-man align on the inside of the double stack arrangement. O4 and O5 are the big players and O1 is an excellent jump shooter who can hit if the triangle sinks. O2 and O3 cut their respective defenders off on the outside men in the stacks. O1 feeds O2 or O3 for shots. After O2 and O3 break for openings, O4 and O5 move high and low for possible openings. If no play results, the stack is set again and the movement is repeated.



In Diagram 54, the operation and alignment is identical to that shown in the previous diagram with one difference: O3 and O2 preface their breaks out of the double stack by crossing underneath the basket prior to meeting the ball. Again O4 and O5 split high and low and O1 is a threat if the triangle sinks.

Another team attacked the triangle-and-two with a 3 out-2 in setup. (Diagram 55). O1 at the point has the ball and he can shoot from the point if the triangle sags. O2 and O4 on the right



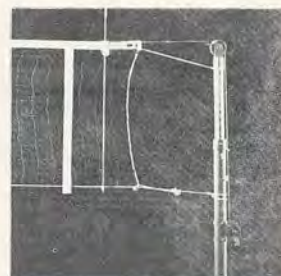
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THIS refreezable gel pack greatly increases the effectiveness and range of cold therapy. The Blue-Ice Elastic Wrap measures 52" x 6" and has a large flannel pocket, and one large flex-frozen Blue-Ice gel pack. Cooled in a freezer and inserted into the pocket, the pack gives deep therapy to shoulders, thighs and backs, while the wrap holds the pack in place, providing compression and easy elevation of the injury. Also available with 6 small pockets and 6 gel packs for smaller body areas. Divajex, 15551 Redhill Ave., Tustin, CA 92680.

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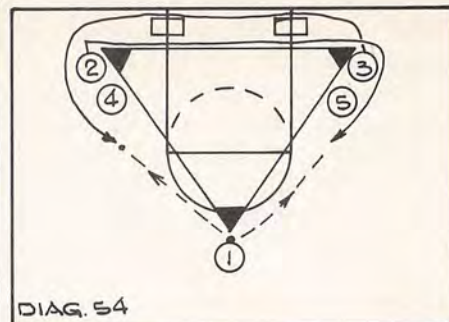
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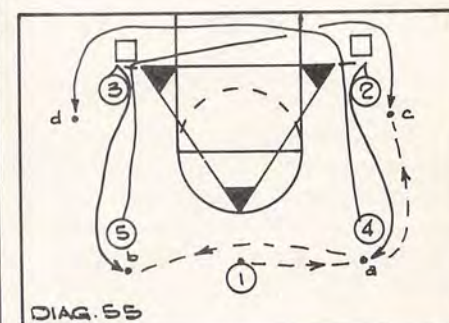
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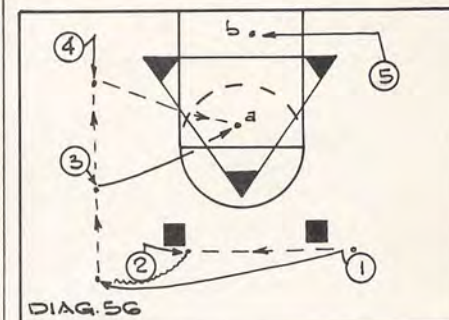
DIAG. 54

side and O3 and O5 on the left side, execute a double exchange longitudinally. O1 feeds O2 as he runs off of O4's pick. O2 can shoot (a) or he can deliver the ball to O3 coming off of O5's pick (b). O2 can optionally await the delayed lateral crossing of O4 and O5 and hit either for shots (c or d).



DIAG. 55

The triangle-and-two (Diagram 56) was attacked with an overload to the left. The two guards, O1 and O2, were being defended man-for-man and the three inside defenders set in a triangular zone. O1 initiates the action with a pass to O2 and then he cuts around O2 to receive a return pass. O3 and O4 are lined up in an overload situation and O5 is low to the weak side. O2 hits O3 on the wing and O3 passes to O4 in the corner. O4 return passes to O3 cutting into the key. O3 takes the shot (a) or dumps the ball down to O5 going baseline to the side of penetration (b).



DIAG. 56

In Diagram 57, the triangle-and-two was attacked with a stack left and an overload left operation. O4 and O5 align in a single stack and O3 isolates away

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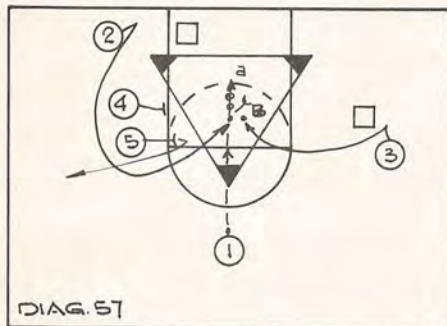
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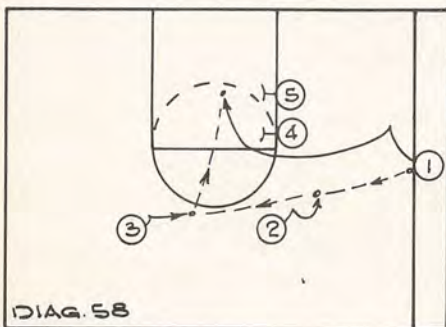
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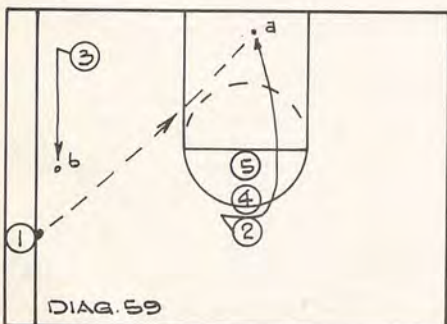
from the stack. O1 has the ball at the point and may shoot if the triangle sags. O1 holds the ball until O2, from his inside left position, cuts his man off circling outside the stack. O2 gets the ball from O1 and drives for the basket (a). If his progress is impeded, O2 pivots and feeds O3 who after delaying, cuts behind O2 for a shot over the top. O5 breaks off to the left wing after O2 has made his cut around the stack and quite frequently was open for a shot.



Our final two plays in this comprehensive review of the past season's basketball offenses are side out-of-bounds maneuvers. In Diagram 58, O4 and O5 set a stack on the right side and O1 inbounds the ball to O2 who in turn whips the ball to O3. O1 cuts off the stack and O3 feeds O1 for a lay-up underneath.



In Diagram 59, O1 takes the ball out-of-bounds and a three-man stack is formed at the free throw line. O2 starts for the ball and then cuts around O4 and O5 and takes a lob pass from O1 (a). If O2 is not free, O3 retreats and is the safety valve. **AM**



Game Plan

The first issue of the *Athletic Journal*, 57 years ago this past March, contained the statement: "There should be at this time a medium through which coaches may exchange ideas and students of athletics may receive discussions pertaining to the leading athletic sports."

With somewhere in the neighborhood of 11,000 articles in the intervening 575 issues, the "Journal" has indeed lived up to the statement of its founder. And while it has served as a medium for the exchange of ideas, it has at the same time become a source book for those who would study and record the trends in interschool athletics. The annual review of football offense in the April and May issues with 174 diagrammed plays and the basketball review in this issue are examples of the way trends are covered. Whereas the fullhouse T was the most popular formation in the annual review of 15 years ago, only two plays from this set appeared in this year's coverage of football offense. As the offenses have become more varied, so has it been necessary to increase the number of diagrams and play descriptions. Fifteen years ago the coverage required 38 diagrams and this year the aforementioned 174 — a whopping 4-1/2 times as many. These in-depth coverages partially account for the overwhelming lead in the area of diagrams that *Athletic Journal* enjoys among the other publications in the field. To make it easy for the student of athletics, the June issue each year contains the index for that volume, cross-referenced by title and author.

Add to the *Athletic Journal's* 58 bound volumes, numerous proceedings from the various coaching associations and some 1,500 coaching texts and we feel that we have the most complete source of athletic literature to be found anywhere in this country and possibly in the world, for that matter. For the football student, our oldest texts are by Walter Camp (1896); Fielding Yost (1906); Parke Davis (1911); John Heisman (1921); Bob Zuppke (1922) and Knute Rockne (1925). The oldest basketball text is *Basket Ball*, by Walter Meanwell (1922). Other early basketball texts in our library are *My Basketball Bible*, by Phog Allen (1924), *How to Coach and Play Basketball*, by Craig Ruby (1926), and *Percentage Basketball*, by Bob Hager (1926).

All of this source material is available to anyone and through the years we have had any number of coaches use our athletic library for research projects. Because of the value of the material and due to several unfortunate experiences in the past, the material cannot be taken out of our building. Come in — we'd like to see you.

September Issue

It's customary in this spot to refer to next month's issue. We don't have an issue next month or, for that matter, the month after next. We will be like you, playing golf, going fishing and getting ready for the beginning of school. We'll be back the last week of August so get those pars and fish.

John T. Lippert

Winning Soccer

(Continued from page 12)

goal. In Diagram 2, the receiver redirects or turns with the ball on to the defender.

4. Go with it

Rather than a sideline cheer, this phrase indicates to the player screening the ball that the field ahead is wide open and there is no need to even redirect or turn with the pass. The defense is well off the ball and space exists behind the receiver. Turning with the ball takes time and time is always the ally of the defense. *Go with it* allows the offensive player to press on immediately (Diagram 3).

In order to avoid confusion caused by several players providing information simultaneously to the player receiving the ball (for example, one calls *man on* while another calls *turn*), it is wise for the coach to insist that the player who makes the pass be responsible for giving the teammate the information.

5. Jill's ball

Occasionally, two or more players from the same team will move toward a loose ball, either interfering with one another or laying off together, each assuming the other was going to make the play. Through the use of constructive field talk this can be avoided by having the nearest player to the two advancing on the ball call the name of one of the players: *Jill's ball*. The other player might be in a better position to handle the situation, but nevertheless should immediately lay off, and the player whose name is called should continue on. This takes a great deal of maturity on the part of both players going for the ball and the nearby teammate who does the calling. It will, however, avoid confusion and duplication of efforts, not to mention the embarrassment of having the entire defense pulled to one corner of the field all chasing the same ball.

6. Keeper's ball

Some field players may have a hard time merely keeping up with their own responsibilities and might find it difficult or impossible to provide constructive

In each of the two seasons William Davis has served as varsity soccer coach at Virginia Wesleyan, his team won the Dixie Intercollegiate Athletic Conference championship. As an undergraduate, he played soccer at Washington University in St. Louis. Davis is currently on leave from Virginia Wesleyan working on his doctorate at the University of Maryland.

advice to colleagues through field talk. This is not the case for the goalkeeper: this player must communicate and *keeper's ball*, called loud and long enough for everyone to hear, is the minimum requirement.

Notice that the call *mine* or *my ball* has been avoided throughout. Referees will not and should not punish talking during the game — it is an integral part of the match — unless it is in an attempt to gain an unfair advantage, or is foul and abusive. Many officials and coaches consider *mine* and *my ball* to be an attempt to confuse the opposition and their use, therefore, is to be minimized or prohibited.

In conclusion, by using the terms defined here and working on the entire aspect of field talking, a coach will find great improvement in the strategic abilities of the players. For an individual player of average skills, smart calling or intelligent reacting to calls may make the difference between starting and riding the bench; and for a team of average physical skills, this technique may be the difference between winning and losing against teams of equal or better physical skills. This process is not easily instituted with players inexperienced in its use. The key is not to rush into implementing the system with older players and to start with the younger players as soon as possible. It is well worth the effort. 

Be Flexible

(Continued from page 33)

them. For such students an instructor must assume a more permissive attitude than he does for players who aspire to bigger things in the game. He must set lower, realistic standards, in both the kind of shots he expects them to make and the type of form he expects them to copy. Using an expert's performance as the model against which their strokes and shots are judged is almost certain to lead to failure and discouragement.

Obviously, an instructor cannot allow for individual differences if he holds to one particular theory or method and tries to apply it to every student. Instead, he must be flexible and adaptable. He must accept each student as a unique personality with his own pattern of readiness, his own potential for learning, and his own degree of commitment to the game. Only by adapting the methods to as many different students as possible will the teaching be effective. 

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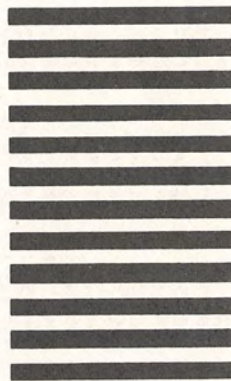
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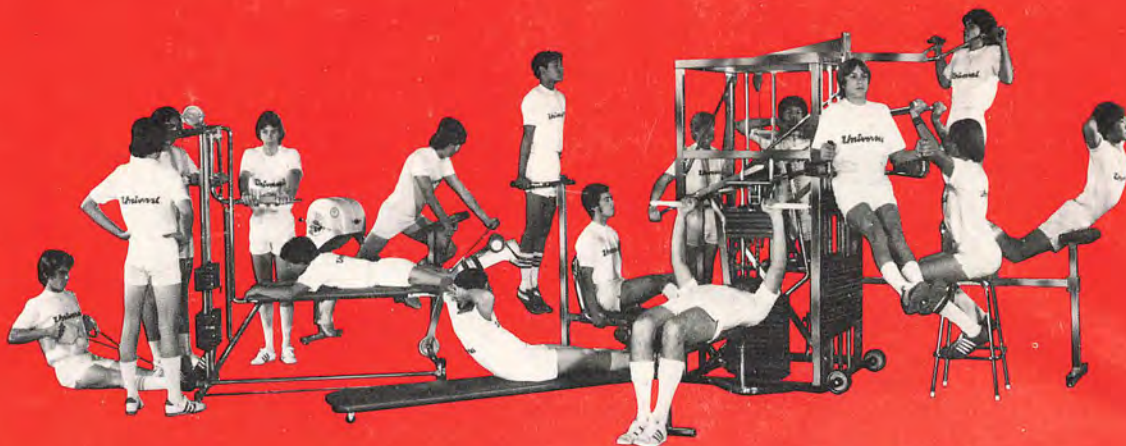
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